

Friends of the Children

2020 Caregiver Survey Results

October 31, 2020

Submitted to:

Susan Walsh, PhD
Friends of the Children

Submitted by:

ICF Incorporated, LLC
9300 Lee Highway
Fairfax, VA 22031





Table of Contents

INTRODUCTION AND BACKGROUND	1
CAREGIVER SURVEY REPORT	2
SURVEY METHODS	3
SAMPLE	3
DATA COLLECTION COMPONENTS AND TIMELINE	4
SURVEY QUESTIONNAIRE	5
SURVEY RESULTS	5
CAREGIVER DEMOGRAPHICS	5
Household Composition	5
Housing Status	6
Level of Education.....	6
Training and Education Plans.....	6
Employment.....	7
Age When Respondent became a Parent	7
Foster Care Involvement.....	7
Income	7
COMMUNICATION WITH FOTC	8
Duration of Friend-Child Relationship	8
Contact with the Child’s Friend.....	8
Satisfaction with Contact with the Child’s Friend.....	9
EXPERIENCES IN THE FOTC PROGRAM	9
Services Hoped for and Received	9
Additional Services Hoped for and Received	9
Child-Friend and Parent-Friend Relationship.....	10
Program Problems	11
2GEN SUPPORT FOR FAMILY	12
Services or Programs Friend Helped the Family Get	12
Additional Family Supports.....	12
SOCIO-EMOTIONAL LEARNING	13
PROTECTIVE FACTORS SURVEY	15
Family Functioning/Resiliency & Nurturing and Attachment	15
Child Development/Knowledge of Parenting	16
Social Support and Concrete Support.....	16
Additional PFS Survey Items	17
Feelings about Parenting Your Child.....	18
HEALTH	19
General Health.....	19
Physical Health.....	19
DISCUSSION AND LIMITATIONS	19
APPENDICES	21



SOCIAL INNOVATION FUND EVALUATION

2020 CAREGIVER SURVEY REPORT

INTRODUCTION AND BACKGROUND

Friends of the Children (FOTC) is a Portland, Oregon-based nonprofit with 22 locations across the U.S. and in the U.K. FOTC focuses on children who, in addition to having unique talents and varied interests, are also facing complex and intersecting systemic obstacles, like poverty, structural racism, childhood trauma, foster care involvement, underfunded schools, criminal justice involvement, and homelessness. Program youth experience an average of four Adverse Childhood Experiences (ACEs) by the time they turn five.

The program hires paid professional mentors (Friends) who sustain an intensive mentor-child relationship over 12+ years of the child's growth and development, beginning when each child is 4-6 years of age. FOTC uses an evidence-informed, replicable model to promote child well-being and help children avoid negative outcomes. Friends partner with youth and caregivers¹ to create individual plans designed to align mentoring activities with children's needs, areas of specific interest, and intermediate and long-term outcomes. One-on-one long-term relationships are used to develop social and emotional core assets² to achieve intermediate outcomes (school success, social and emotional development, improved health, making good choices, and plans and skills for the future) and long-term outcomes (high school graduation, post-secondary education/employment, and avoiding the juvenile justice system and early parenthood). Recognizing each child and family as experts in their own experience, Friends help youth and families advocate for themselves within education, child welfare, and other systems.

The National office of Friends of the Children (hereafter "FOTC National") funded seven sites through a Social Innovation Fund (SIF) grant from the Corporation for National and Community Services (now, AmeriCorps). Two sites, Seattle, WA and Boston, MA, had implemented the FOTC model previously and wanted to serve more children (expansion sites). Five sites had not had experience with FOTC and were therefore new to implementing the model (replication sites). These sites were Austin, TX; Charlotte, NC; Central Oregon, OR; San Francisco, CA; and Los Angeles, CA. Seattle and San Francisco enrolled youth in 2017, 2018, 2019, and 2020. The other five new sites enrolled children in 2018, 2019, and 2020.

Through a competitive process, FOTC selected ICF, a strategic consulting firm based in Fairfax, Virginia, along with Dr. Carla Herrera, Senior Advisor, to conduct an evaluation at all seven SIF sites. The SIF Evaluation was conducted over four years and included an implementation study, a small quasi-experimental outcomes study at two sites, and a caregiver study. Across the seven sites participating in the SIF evaluation, FOTC enrolled 542 children over four years. This was 113% of the target enrollment of 480. During the study period, 49 youth were dismissed from the FOTC program, mostly because they moved out of the service area.

¹ The term caregiver may apply to a parent or another adult who has custody of the youth.

² These nine core assets are growth mindset, positive relationship building, find your spark, problem solving, self-determination, self-management, perseverance/grit, hope, and belonging.



The caregiver survey was administered in 2019 and 2020. In 2020, ICF engaged in more rigorous data collection strategies, such as increased incentives, reduced survey items, and more frequent and diverse outreach to caregivers. The response rate doubled in 2020 to 69%, which is notable given the challenges presented during the COVID-19 pandemic. Findings in this report reflect results from administering the 2020 survey.

This study added to FOTC's growing evidence base, which includes 15 years of findings from its annual third-party evaluation of FOTC-Portland, the largest and oldest chapter, which has found that: (1) 83% of program graduates earn a high school diploma or GED; (2) 93% have avoided the juvenile justice system; and (3) 98% have avoided early parenting. Prior research from an ongoing randomized controlled trial (RCT) study³ has also found that after an average of 4 years in the program, caregivers report FOTC children exhibit significantly more behavioral strengths, more positive school behavior, and less externalizing problem behavior than control group children. The finding that parents involved with FOTC perceived their children's behavior more positively than the control group is notable evidence that FOTC is strengthening protective factors for family stability.⁴

In 2017 researchers at the University of Washington conducted a qualitative study⁵ involving caregivers of Friends' youth impacted by the child welfare system. Funded by the Annie E. Casey foundation, caregiver focus groups at three FOTC locations found that the FOTC program positively impacted their families in the following ways:

- *Knowledge and skill building* through strengthening social-emotional skills that promote positive behavior and family stability.
- *Relational support* by providing role models, along with consistency and stability.
- *Advocating for and connecting with families* by empowering them with tools to navigate complex systems, connect them with needed services and supports, and build connections among providers and stakeholders in families' lives.
- *Leveraging community support* which is useful for navigating crises and connecting families with resources.

The four-year SIF Evaluation focused on the early years of our program (when children's ages were 4-9 years old) and addressed a variety of research questions relevant to FOTC's work scaling the model with fidelity.⁶ The findings relevant to this caregiver study include the implementation study outcome that Friends supportively connect with caregivers on average five times per month in the early years. The quasi-experimental child welfare outcomes study found that youth who were in foster care at the time of enrollment in FOTC had significantly shorter lengths of stay in care than foster care youth who were not in the program.

The current report addresses four research questions in the caregivers' study:

1. Were caregivers satisfied with FOTC and what support did their child receive?
2. To what extent has their child's social emotional learning improved while in FOTC program?

³ Eddy, J. M., Martinez, C. R., Jr., Grossman, J. B., Cearley, J. J., Herrera, D., Wheeler, A., Rempel, J., Gau, J., Burraston, B., Harachi, T., Haggerty, K., & Seeley, J. (2017). *A randomized controlled trial of a K through 12th grade mentoring program for youth at risk: Outcomes during the early years*. *Prevention Science*, 18, 899-910.

⁴ <https://www.sciencedirect.com/science/article/abs/pii/S0145213418303156#!>

⁵ Salazar, A., Haggerty, K., Walsh, S., Noell, B., Kelley-Siel, E. (2018) *Adapting the Friends of the Children Program for Child Welfare System-Involved Families* *Child & Family Social Work*. 2019; 24:430-440.

⁶ See Friends of the Children Social Innovation Fund (SIF) Program Evaluation Final Report, 2020.



3. What programs and services has FOTC helped caregivers connect with for their family?
4. How has FOTC provided support to the caregiver and family?

Findings from this study reinforce and expand upon the findings from FOTC’s earlier caregiver qualitative study and RCT. During the 2020 survey, caregivers reported:

- Their child’s social emotional skills significantly improved since they had been in FOTC;
- Friends provided support with their parenting and helped strengthen family relationships;
- Friends helped them advocate with and build relationships within schools and child welfare; and
- Friends connected them to services such as food assistance, educational resources, cultural, and healthy activities.

As an extension of the results included in this report, FOTC has contracted with ICF to provide evaluation services for Los Angeles (an original SIF site) and New York (a non-SIF site) until August 31, 2021. Key program activities include administering a caregiver survey in spring 2021 and providing subject matter expertise and evaluation support to sites enrolling families in 2-Generational (2Gen) program services. Findings from the 2021 2Gen evaluation will inform the design of a more rigorous 2Gen evaluation with the goal of having the model accepted as an evidence-based practice for child welfare prevention.

CAREGIVER SURVEY REPORT

ICF conducted a 4-year evaluation of the Friends of the Children (FOTC) program from 2016 to 2020. ICF’s evaluation used a mixed-methods design that drew from programmatic data found in FOTC’s Efforts to Outcomes (ETO) database, data obtained via monthly calls with executive directors, program directors, and other site staff, direct observations of program activities during site visits, administrative data from school districts and child welfare agencies, and a survey administered to the caregivers of children enrolled in FOTC in 2019 and 2020. The 2020 Caregiver Survey is the focus of this report.

SURVEY METHODS

Sample

The San Francisco and Seattle sites began enrolling SIF-funded children in the 2016-2017 school year. Enrollment in Austin, Boston, Central Oregon, and Charlotte began in the 2017-2018 school year. The Los Angeles site began enrollment in August 2018. Table 1 shows the number of caregivers eligible to complete the survey from each site. Caregivers were eligible for the survey if their child enrolled in the program prior to 2020—the year the survey was administered—and returned a consent form indicating their willingness to participate in the study. ICF and FOTC National requested that each site ensure correct caregiver information was contained in FOTC’s ETO system; ICF then requested a final sample file from National.

Of the 436 eligible respondents, 256 (59%) completed a survey. Most respondents completed the survey in English (88%, n=225) and 31 (12%) completed the survey in Spanish. Twenty (8%) completed a mail survey and 236 (92%) completed an online survey. Of those completing on web, 198 (84%) completed on a smartphone and 36 (15%) on a desktop; the device type of two respondents could not be determined.

Table 1 lists the number of eligible respondents, partial surveys, completed surveys, and the response rate for each site and overall. Note the 47 partial survey completions are included in the response rate



calculation. In some places, we have used all available data to capture these partial completions. In other places, we have used completions only, so the sample size will fluctuate.

Table 1. Response Rate by Site

Site	Eligible Caregivers	Partial Surveys	Completed Surveys	Total Surveys	Response Rate (based on Total Surveys)
Austin	83	7	55	62	75%
Boston	42	7	24	31	74%
Central Oregon	34	5	24	29	85%
Charlotte	35	5	19	24	69%
Los Angeles	60	7	38	45	75%
San Francisco	92	8	35	43	47%
Seattle	90	8	61	69	77%
Total	436	47	256	303	69%

Data Collection Components and Timeline

Table 2 presents the steps that were taken to administer the caregiver survey and their timing. As shown, after a webinar to explain the survey to sites, data collection for the 2020 Caregiver Survey began with a mailed letter to caregivers on August 6th. The last overture to potential respondents was October 9th. ICF continued to accept surveys for one more week. All activities listed in Table 2 were conducted by ICF, with the exception of numbers 10 and 14. Susan Walsh, PhD, the Director of Research and Strategic Impact at FOTC National, emailed site staff (executive directors, program directors, and Friends) twice during the process to encourage them to reach out to caregivers to remind them of the survey and reiterate its importance to the FOTC program. Respondents that completed the survey online were provided with a \$35 Visa gift code. Respondents completing a mail survey were mailed a Visa gift card.⁷

Table 2. Data Collection Timeline

Data Collection Step/ Event	Date
1. Webinar for Sites	7/27/2020
2. Mailed Invite letters	8/6/2020
3. Emailed invitation	8/13/2020
4. Texted invitation	8/21/2020
5. CATI reminder calls	8/22 to 8/24/2020
6. Emailed Friends with reminder	8/26/2020
7. Texted reminder	8/27/2020
8. Mailed survey to caregivers' homes	8/29/2020
9. Texted reminder	8/27/2020
10. Susan Walsh Emailed Sites	9/9/2020
11. Called Friends with reminder	9/9 to 9/14/20
12. Mailed survey bundles to sites	9/14 to 9/18/2020
13. Called non-responders	9/17 to 9/22/2020
14. Susan Walsh Emailed Sites	10/7/2020
15. Called non-responders who had at least started survey	10/8 to 10/9/2020

⁷ A few respondents who completed the survey online requested and were sent a Visa gift code instead.



Survey Questionnaire

The survey instrument was created by the ICF project team, Dr. Carla Herrera, and FOTC National. The survey, formatted for mail administration, is provided in Appendix A. The institutional review board (IRB) for Austin did not allow ICF to ask questionnaire items it deemed sensitive, thus the survey administered in Austin has several questions removed; this survey version is included as Appendix B.⁸

The reader will notice the sample size fluctuates throughout report because of the missing items for Austin, because caregivers were allowed to skip any question they did not want to answer, and because we analyzed partial data for some items. Appendix C contains the open-ended responses for survey questions that allowed respondents to type in a response. The average administration time could be determined only for respondents completing an online survey. Of 227 respondents (after removing anyone with an administration time of 90 or more minutes), the average time to complete the survey averaged 34.4 minutes.

SURVEY RESULTS

Per ICF's Institutional Review Board (IRB) approval, we could not include results when there were fewer than 11 youth in any given category. In these cases, we masked the sample size and percentage with “---” in tables throughout this report. For dichotomous variables, both categories had to be masked.

Caregiver Demographics

Household Composition

Respondents were asked how long they had lived with their child at the time of the survey. Of the 256 responses, caregivers indicated they'd live with their child for one month to 17 years. While only one respondent reported this length of time, several respondents indicated durations that were out of range given the age of their FOTC-enrolled child. Categorized into years, 17% (n=44) had lived with their child for five years or less, 27% (n=71) for just over five to seven years, 25% (n=66) for just over seven to eight years, 51% (n=51) for just over eight to nine years, and 13% (n=33) reported having lived with their child for over nine years.

Of 285 survey respondents, 224 (81%) were the FOTC child's parent, 24 (9%) were grandparents, 14 (5%) were foster caregivers, and 11 (4%) were other. The “other” answers provided by respondents are presented in Appendix C.

Most respondents indicated their child lived with one (n=116, 43%) or two (n=104, 38%) adults; 37 (14%) lived with three adults. Fifteen (6%) lived with four or more adults. The number of children in the household (including the FOTC-enrolled child) ranged from one to ten, with an average of 2.8. The largest proportion of caregivers (n=82, 30%) lived in a household with two children; this was followed closely by 25% (n=69) who lived in a household where the FOTC child was the only child and 20% (n=56) who lived in a household with three children. Table 3 lists the people who lived in the child's household in descending order of occurrence. The valid sample size for these questions ranged from 275 to 266.

⁸ The survey formatted for web administration was provided to FOTC National as a separate document.

Table 3. Who Lives with the Child

Relationship of people in household to the child	Frequency (Percent)
Mother	214 (78%)
Brother/stepbrother(s)	126 (47%)
Sister/stepsister(s)	116 (43%)
Father	64 (24%)
Grandparent	48 (18%)
Stepfather	32 (12%)
Other adult(s)	22 (8%)
Foster Mother	18 (7%)
Foster Father	-----
Stepmother	-----

Cells with no data have been suppressed due to a small sample size.

Housing Status

Respondents were asked to think about where their child lives most of the time and answer the question, “Does your child live in an unstable housing situation in which his/her caregivers could be asked or forced to leave?” Of the 218 responses, 6% (n=14) answered yes and 94% (n=204) answered no.

Level of Education

Table 4 shows the educational attainment of survey respondents. As shown, about equal proportions had less than a 12th grade education, a high school diploma, or had some college, or had attended a 12- to 18-month program to learn a trade but did not finish.

Table 4. Level of Education

Highest Level of Education	Frequency (Percent)
Less than 12 th grade	59 (24%)
GED	22 (9%)
High school diploma	56 (23%)
Some college, or a 12- or 18-month program to learn a trade, but did not finish	58 (23%)
Certificate, Associate’s degree (AA or AS)	35 (14%)
Bachelor’s degree (BA) or higher	16 (7%)
Total	246 (100%)

Training and Education Plans

One quarter of respondents (n=58, 24%) indicated they had taken classes or received some type of training in the past 12 months, 76% (n=186) had not any type of training or classes. Table 5 presents the classes or training these 58 respondents had participated in (between 56 and 58 respondents answered this series of questions).

Table 5. Classes or Trainings Respondents had Participated in

Type of Training/Education	Frequency (Percent)
GED classes	-----
Undergraduate college classes	13 (23%)
Graduate college classes	12 (21%)
Internships, on the job trainings, or apprenticeships	14 (24%)
Trade or technical classes	14 (25%)

Other	14 (25%)
-------	----------

Cells with no data have been suppressed due to a small sample size.

The 58 respondents who had taken classes or training in the past 12 months were asked if they were currently taking classes or enrolled in training. Using data for the 65 survey respondents who answered the question, 33 (51%) reported they were currently taking classes or enrolled in training and 32 (49%) were not.

Of the respondents who had not taken classes or received training in the past 12 months, 46 (25%) reported they had plans to take classes or enroll in training, 72 (39%) did not have such plans, and 68 (37%) were unsure of their future plans. Of the 181 respondents who answered the question, 20% (n=36) planned to continue their education within a year, 14% (n=25) said between 2 and 5 years, and 66% (n=120) were unsure when they planned to continue their education or training.

Employment

About half of respondents (n=124, 52%) were currently working for pay, and 48% (n=116) were not. Most of those currently employed (n=90, 70%) worked full-time (35 or more hours each week), while 30% (n=38) worked part-time. Of those currently unemployed, 47% (n=58) were currently looking for a job and 53% (n=65) were not.

Age When Respondent became a Parent

Caregivers reported how old they were when they had their first child. Of the 235 respondents who answered this question, the largest proportion (n=35, 15%) had their first child at 19 years of age; 49% (n=116) had their first child at age 19 or younger. Responses ranged from 14 to 40, with an average of 21.0 years of age.

Foster Care Involvement

Of the 190 caregivers who responded to our question about foster care involvement, 29% (n=55) indicated they were involved in foster care as a child; 71% (n=135) indicated they were not. Of the 55 respondents with previous foster care involvement, 30 (55%) received services in Los Angeles—a site that recruited adults with previous foster care involvement. Austin respondents were not asked this question; of the other sites, all had survey respondents who indicated they had been involved in the foster care system as a child.

Those who had been in foster care were asked several follow-up questions. Caregivers reported being in foster care from less than one year to 18 years, with an average of 8.2 years. Respondents reported being placed in between one and 40 different homes when they were in foster care. The most frequent response was one, given by 14 respondents (26%); the average number of homes was 7.5. Over half respondents (60%, n=31) were 18 when they left foster care for the last time. Thirteen (25%) were fifteen or younger when they left foster care for the last time (the average age was 15 ½). Questions related to foster care involvement were not asked of Austin respondents.

Income

Table 6 shows respondents' annual household combined family income in 2019. About one in five respondents (n=36, 18.9%) had a 2019 annual income of \$5,000 or less and 50% of respondents (n=95) earned \$20,000 or less. Percentages are included to one decimal place to avoid a large rounding error in the total percent.

Table 6. Income

Combined Family Income in 2019	Frequency (Percent)
\$0 - \$5,000	36 (18.9%)
\$5,001 - \$10,000	23 (12.1%)
\$10,001 - \$15,000	17 (8.9%)
\$15,001 - \$20,000	19 (10.0%)
\$20,001 - \$25,000	11 (5.8%)
\$25,001 - \$30,000	14 (7.4%)
\$30,001 - \$35,000	-----
\$35,001 - \$40,000	-----
\$40,001 - \$45,000	-----
\$45,001 - \$50,000	-----
\$50,001 - \$55,000	-----
\$55,001 - \$60,000	-----
\$60,001 - \$65,000	-----
\$65,001 - \$70,000	-----
\$70,001 - \$75,000	-----
More than \$75,000	-----
I prefer not to answer this question	18 (9.5%)
Total	190 (100%)

Note: This question was not asked of Austin respondents.

Cells with no data have been suppressed due to a small sample size.

Communication with FOTC

Duration of Friend-Child Relationship

At the time of the survey, respondents indicated their child had been meeting with a Friend from one month to five years. Of the 289 caregivers to respond to this question, 10% (n=28) indicated their child had been meeting with a Friend for less than one year, 59% (n=171) had been meeting with their Friend for one to two years, and 31% (n=90) had been meeting with a friend for more than two years.⁹

Contact with the Child's Friend

Table 7 shows how often three types of communications occurred between Friends and the child's caregiver, and how often a Friend missed a meeting with a child. Most types of communication occurred every week or more, but not every day (the 4th data column for the first three rows). Over two-thirds of respondents (71%, n=209) reported their Friend never misses a meeting.

Table 7. Communication between the Caregiver and Friend

Type of communication	Never	Less than once a month	Once a month or more, but not every week	Every week or more but not every day	Every day or almost every day
I get in touch with my child's Friend to talk about my child or my family	14 (5%)	22 (7%)	63 (21%)	170 (57%)	29 (10%)
My child's Friend gets in touch with me to talk about my child or my family.	-----	19 (6%)	64 (22%)	175 (59%)	31 (10%)

⁹ ICF requested contact information for caregivers whose child enrolled in FOTC in 2017 or 2019. Thus, the longest Friend-Child relationship should have been approximately 3½ years (using an enrollment date of March 2017 to October 2020, when data collection ended).

I talk with my child's Friend about how my child is doing in school.	-----	26 (9%)	88 (30%)	143 (49%)	30 (10%)
My child's Friend misses a meeting with my child.	209 (71%)	56 (19%)	-----	12 (4%)	-----

Cells with no data have been suppressed due to a small sample size.

Satisfaction with Contact with the Child's Friend

Caregivers were asked how satisfied they were with the frequency of communication with their child's Friend. Three-quarters (n=230, 78%) were very satisfied and 15% (n=44) were fairly satisfied; the remainder (n=22, 8%) were either somewhat satisfied, a little satisfied, or not at all satisfied.

We created a communication frequency scale by calculating the average of responses to the first three questions in Table 7. A positive association between this scale and the caregiver's satisfaction with the frequency of communication suggests that parents who communicated more frequently with their Friend were generally more satisfied with the frequency of communication.

Experiences in the FOTC Program

Services Hoped for and Received

Caregivers were provided with a list of several supportive services Friends may offer and indicated (yes or no) which ones they hoped, upon joining the program, Friends of the Children could provide to their child. In a subsequent question, they indicated which services FOTC had provided so far to support their child. Table 8 shows the distribution of responses across these two variables. As shown in the first column, 77% of respondent wanted and received another strong role model for their child; about the same proportion (75%) wanted and received new and fun activities for their child. Looking at the last column, about equal proportions of respondents hoped for but did not receive the last three services. Table 8 is presented in descending order based on the proportion of respondents who "wanted and received" the specific service or support.

Table 8. Support Provided by Friends

What did you hope (what has) Friends of the Children could do (done) to support your child?	Wanted, received	Did not want, received	Did not want, not received	Wanted, not received
Give(n) my child another strong role model	218 (77%)	21 (7%)	26 (9%)	18 (6%)
Share(d) new and fun activities with my child	211(75%)	33 (12%)	25 (9%)	11 (4%)
Find (found) or strengthen(ed) a talent or interest in my child (e.g., dance, art, sports, drama, etc.)	173 (62%)	30 (11%)	32 (11%)	45 (16%)
Support(ed) my child in speaking up for him/herself with other adults (e.g., teachers, counselors, program staff)	162 (58%)	23 (8%)	47 (17%)	47 (17%)
Speak (Spoken) up for my child with other adults (e.g., teachers, counselors, program staff)	128 (46%)	34 (12%)	82 (30%)	34 (12%)

Additional Services Hoped for and Received

The same format was followed for eight additional supports; these are presented in Table 9. As shown, the most desired and received support was for helping the FOTC child do well in school, with two-third

of respondents (68%) wanting and receiving this type of support. At least half of respondents wanted and received support for developing ways for their child to work through fears, worries, or sadness; developing ways to avoid problem behaviors; and learning how to get along better with other children. The top two services wanted but not received (both with 15% of respondents) were developing ways to work through fears, worries or sadness and getting through a tough change. Table 9 is presented in descending order based on the proportion of respondents who “wanted and received” the specific service or support.

Table 9. Additional Support Provided by Friends

I hoped Friends of the Children would support my child in...	Wanted, received	Did not want, received	Did not want, not received	Wanted, not received
Doing well in school	189 (68%)	30 (11%)	29 (10%)	31 (10%)
Developing ways to work through fears, worries, or sadness	161 (58%)	25 (9%)	49 (18%)	41 (15%)
Developing ways to avoid problem behaviors (e.g., fighting, bullying)	145 (52%)	37 (13%)	64 (23%)	31 (11%)
Learning how to get along better with other children	138 (50%)	42 (15%)	64 (23%)	32 (12%)
Getting through a tough change (e.g., a new school, parent separation, death of a loved one)	134 (49%)	26 (10%)	75 (27%)	40 (15%)
Learning how to get along better with other family members	85 (31%)	40 (14%)	130 (47%)	22 (8%)
Getting along better with adults outside of our family	79 (29%)	33 (12%)	135 (49%)	28 (10%)
Getting support for physical health concerns (e.g., asthma, diabetes, weight problems)	46 (17%)	25 (9%)	180 (65%)	25 (9%)

Child-Friend and Parent-Friend Relationship

The child-friend relationship scale was comprised of four items ($\alpha=0.85$). The parent-friend relationship scale (the second panel of Table 10) was comprised of five items ($\alpha=0.86$). For both scales, the average score was fairly high, mid-way between “agree” and “strongly agree” on a five-point scale from “strongly disagree” to “strongly agree.”

Table 10. Friend’s Relationship with Child and Caregiver

Scale and Scale Items	Number responding	Range	Average
Child-Friend Relationship <ul style="list-style-type: none"> • My child feels close to his/her Friend. • My child has fun with his/her Friend. • My child’s Friend seems to really care about my child. • My child feels more able to handle problems because his/her Friend is there. 	291	1.00 to 5.00	4.52
Parent-Friend Relationship <ul style="list-style-type: none"> • I am satisfied with how involved I am in my child’s relationship with his/her Friend. 	292	2.40 to 5.00	4.38

<ul style="list-style-type: none"> • My child's Friend has helped me learn how to get the things my child needs to succeed. • My child's Friend treats me with respect. • My child's Friend has helped me learn new things about my child. • My child's Friend has helped my family deal with unexpected problems. 			
--	--	--	--

Response options: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree

Note: Scales were computed only for respondents answering all scale items.

One item), "I know who to talk to in the program if I have a problem with my child's Friend," was not part of a scale. For that item, 49% (n=143) strongly agreed, 40% (n=118) agreed and the rest were either undecided, disagreed, or strongly disagreed.

Program Problems

Respondents indicated which, if any, of five problems they have with the Friends of the Children program. Each item was presented, and respondents indicated if it was not a problem, a small problem, or a big problem. As shown in Table 11, over 90% of respondents indicated each item was not a problem.

Table 11. Problems with the Friends of the Children Program

	Not a problem	A small problem	A big problem
My child's Friend does not understand my child's culture/background.	284 (98%)	-----	-----
My child's Friend misses too many meetings.	279 (96%)	-----	-----
The program isn't giving my family what I wanted from the program.	271 (94%)	12 (4%)	-----
The program isn't giving my child what he/she wanted from the program.	269 (93%)	15 (5%)	-----
The program isn't giving my child what I wanted from the program.	267 (92%)	18 (6%)	-----

Cells with no data have been suppressed due to a small sample size.

2Gen Support for Family

Services or Programs Friend Helped the Family Get

Caregivers indicated which of 14 programs or services their child's Friend helped them, their child, or other family members get. All items, plus "other," were summed to create an index with a total score ranging from 0 to 15 and a mean of 2.9. Twenty-four of 303 respondents (8%) selected none of the programs or services, 94 (31%) selected one, 56 (19%) selected two, 47 (16%) selected three, 33 (11%) selected four, and 49 (16%) selected five or more. Table 12 presents the percentage of caregivers reporting that FOTC helped their family in each listed way, with the most frequently endorsed services listed first. Other services or programs are listed in Appendix C.

Table 12. Programs or Services Received

FOTC has Helped your Family with...	Percent "Yes" Responses
Educational assistance, like books for your home, tutoring, or library access	185 (67%)
Cultural or art activities	124 (46%)
Fitness or sports activities	111 (41%)
Food assistance programs (WIC, SNAP—food stamps)	83 (31%)
Childcare	47 (18%)
Mental health care, like counseling, therapy sessions, or medication	42 (16%)
Parenting programs or classes	40 (15%)
Income assistance (e.g., TANF, unemployment)	37 (14%)
Housing assistance (e.g., Section 8)	37 (14%)
Legal help	25 (9%)
Routine check-ups for my child (e.g., finding a doctor, helping me schedule an appointment)	23 (9%)
Health care insurance or coverage	20 (7%)
Vaccinations for my child	12 (5%)
Drug or alcohol treatment or recovery support	-----

Cells with no data have been suppressed due to a small sample size.

Additional Family Supports

Survey respondents answered "yes" or "no" to a series of 13 questions about additional ways FOTC has helped their family. We summed the "yes" responses to create an index which ranged from 0 to 13. The average was 8.4, indicating that FOTC helped families in more than half of the 13 areas. The frequency of caregivers reporting that they had received each of the 13 supports is shown in Table 13, divided into four categories, and presented in descending order within each based on the proportion of caregivers

endorsing each item. The number of caregivers responding to each question ranged from 277 to 288 except the last three items which excluded parents with only one child (the valid sample size for these three items ranged from 221 to 232).

Table 13. Additional Supports provided to the Family

	Percent “Yes” Responses
Helped Child Enrolled in FOTC	
helped make your child’s behavior better in a way that has made your home a more positive place.	251 (88%)
helped make your child’s relationship with other family members stronger.	237 (84%)
Helped You	
given you ideas for how to help your child learn at home (e.g., providing books, educational games, or giving tips on how to read to your child or help with homework).	262 (91%)
helped you learn more about your child	247 (86%)
helped make your relationships with teachers or other staff at your child’s school stronger.	240 (84%)
helped you reach goals you have for your child.*	223 (79%)
helped you reach goals you have for yourself.*	120 (43%)
helped you find a job, education, or training for yourself.	90 (32%)
Helped Family Members	
helped your family understand or work with systems like hospitals, schools, or the child welfare system.	216 (77%)
helped make your family’s relationships with other people in your community stronger.	214 (77%)
Helped Other Children in Your Home	
made it possible for you to spend more time with your other children.	195 (84%)
helped your other child(ren) with school.	135 (60%)
helped your other child(ren) behave better.	128 (58%)

* Respondents described the goals they had for their child and for themselves, respectively. These open-ended responses are provided in Appendix C.

Socio-Emotional Learning

Caregivers were asked to rate their child in five socio-emotional learning areas noted in Table 14. They were first asked how their child was doing in each area *before* he or she started meeting with a Friend. The questions were then repeated, asking how the child had been doing in the past two months.

To assess whether there were significant differences between the “before FOTC” and “past two months” measures, we compared them statistically. As shown in Table 13, the difference between caregivers’ responses to the “before FOTC” and the “past two months” questions suggest that caregivers experienced positive changes in their child in all five dimensions of socio-emotional learning. Both before FOTC and during the past two months, children struggled the most in self-management. The scale alphas, or α , for each scale (using the “before” measures) are presented in Appendix D.

Additional statistical models confirmed that these differences were significant even after controlling for the caregiver’s level of education, employment status, involvement in the foster care system as a youth, time living with the child, whether the child lived in a single-parent household, and how long the child had been meeting with his or her Friend (i.e., caregivers experienced differences in these variables regardless of their level of education, employment status, etc.).

Table 14. Caregiver-Reported Changes in Child’s Socio-Emotional Learning

Scale	Sample Size	Before FOTC	Past 2 Months	Difference	Items included in Scale
Self-Awareness	217	2.85	3.71	+0.86***	<ul style="list-style-type: none"> ▪ Was comfortable sharing feelings ▪ Understood his or her own strengths and weaknesses ▪ Was able to explain why he or she said or did something. ▪ Showed feelings that were appropriate to the situation.
Self-Management	217	2.54	3.27	+0.73***	<ul style="list-style-type: none"> ▪ Could control his or her behavior when angry, frustrated, disappointed, or excited. ▪ Accepted when things didn't go his or her way. ▪ Responded well to being corrected. ▪ Stayed on task even with distractions
Social Awareness	215	3.24	3.78	+0.54***	<ul style="list-style-type: none"> ▪ Responded with empathy to others who were upset. ▪ Respected other people's views. ▪ Respected the property of others. ▪ Complimented others when they did well.
Relationship Skills	215	3.10	3.74	+0.64***	<ul style="list-style-type: none"> ▪ Worked well with others ▪ Joined peer group activities smoothly ▪ Worked through conflicts in a positive way. ▪ Got along well with adults.
Responsible Decision-Making	212	3.11	3.74	+0.63***	<ul style="list-style-type: none"> ▪ Could decide between right and wrong. ▪ Took responsibility for his/her own actions. ▪ Could ignore peer pressure to do bad things. ▪ Followed the rules at home.

*** p<.001, **p<.01, *p<.05

Response options: 1=not at all true, 2=a little true, 3=fairly true, 4=mostly true, 5=very true

Note: These questions were not asked of Austin respondents.

Nine additional items were not part of established scales—these results are presented in Table 15. Caregiver reports suggested changes in all but one item (how often the child bullied or picked fights with other children). Statistical models in which we controlled for other factors were not conducted, so the findings should be interpreted with caution.

Table 15. Caregiver-Reported Changes in Child’s Socio-Emotional Learning – Individual Items

Survey Item	Sample size	Before FOTC	Past 2 Months	Difference
Was hopeful, optimistic.	205	3.30	3.93	0.63***
Had interests or hobbies that he/she enjoyed.	206	3.71	4.33	0.62***
Liked to go to school	207	3.78	4.02	0.24**
Behaved well in school	204	3.35	3.95	0.60***
Got good report cards or progress reports	207	3.52	4.02	0.50***
Had an adult outside of home whom he/she cared about.	208	3.80	4.32	0.52***
Bullied or picked fights with other children.	209	1.76	1.61	-0.15
Was bullied or picked on by other children.	208	2.44	2.20	-0.24**
Was often sad, unhappy or cried a lot.	209	1.98	1.72	-0.26**

*** p<.001, **p<.01, *p<.05

Response options: 1=not at all true, 2=a little true, 3=fairly true, 4=mostly true, 5=very true

Protective Factors Survey

We included numerous items from the Protective Factors Survey (PFS) in the 2020 Caregiver Survey. The PFS contains items that create four scales, outlined in Table 16 (the last factor is comprised of five individual items, not a scale). For each scale, scores were computed if no more than one item in that scale was unanswered. For example, the family functioning/resiliency scale was comprised of five items. If four or more items were completed, a score was computed.

Table 16. Protective Factors¹⁰

Protective Factor	Definition
Family Functioning / Resiliency	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Social Emotional Support	Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Concrete Support	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Nurturing and Attachment	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.
Child Development / Knowledge of Parenting	Understanding and using effective child management techniques and having age-appropriate expectations for children's abilities.

Family Functioning/Resiliency & Nurturing and Attachment

As shown in the first panel of Table 17, survey respondents scored fairly high, an average of 5.58 on a 7-point scale, about half way between “frequently” and “very frequently” on the family functioning/resiliency scale ($\alpha=0.86$, $n=199$). As shown in the second panel, respondents scored slightly higher, an average of 6.22 on a 7-point scale, corresponding to “very frequently” on the nurturing and attachment scale ($\alpha=0.84$, $n=204$).

Table 17. Protective Factors Survey – Family Functioning/Resiliency & Nurturing and Attachment

Scale	Sample Size	Range	Average	Items included in Scale
Family Functioning/ Resiliency	208	1.20 to 7.00	5.58	<ul style="list-style-type: none"> ▪ In my family, we talk about problems. ▪ When we argue, my family listens to “both sides of the story.” ▪ In my family, we take time to listen to each other. ▪ My family pulls together when things are stressful. ▪ My family is able to solve our problems.
Nurturing and Attachment	209	1.50 to 7.00	6.22	<ul style="list-style-type: none"> ▪ I am happy being with my child. ▪ My child and I are very close to each other. ▪ I am able to soothe my child when he/she is upset. ▪ I spend time with my child doing what he/she likes to do.

Response options: 1=never, 2=very rarely, 3=rarely, 4=about half the time, 5=frequently, 6=very frequently, 7=always
 Note: These questions were not asked of Austin respondents.

¹⁰ Names and definitions were obtained from *The Protective Factors Survey User's Manual, Revised October 2011*. FRIENDS National Resource Center for Community Based Child Abuse Prevention. www.friendsnrc.org.

Child Development/Knowledge of Parenting

The questionnaire items in Tables 18 and 19 are part of the *Child Development/Knowledge of Parenting* factor and are meant to be presented as individual items. Note we have presented the items as they were worded during the survey and some are worded with a negative valence (e.g., I don't what to do as a parent). For these items, strong disagreement indicates a higher level of that protective factor. The reverse is true for positively worded items—such as the first item in Table 18 in which 79% of respondents at least slightly agreed they know how to help their child learn. At least two-thirds of respondents (66% and 76%, respectively) strongly, mostly, or slightly disagreed with the second and third items in Table 18.

Table 18. Protective Factors Survey – Child Development/Knowledge of Parenting

	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
I know how to help my child learn.	----	----	----	32 (16%)	37 (18%)	44 (22%)	80 (39%)
There are many times when I don't know what to do as a parent	33 (16%)	45 (22%)	57 (28%)	26 (13%)	23 (11%)	12 (6%)	11 (5%)
My child misbehaves just to upset me.	74 (36%)	48 (23%)	35 (17%)	23 (11%)	15 (7%)	----	----

Note: These questions were not asked of Austin respondents.

Cells with no data have been suppressed due to a small sample size.

As shown in the first two of Table 19, most respondents indicated they always praise their child when he or she behaves well; 92% of respondents indicated they did so frequently, very frequently, or always. Two-thirds of respondents (66%) indicated they never lose control when they discipline their child.

Table 19. Protective Factors Survey – Child Development/Knowledge of Parenting

	Never	Very rarely	Rarely	About half the time	Frequently	Very frequently	Always
I praise my child when he/she behaves well.	----	----	----	----	34 (17%)	33 (16%)	122 (59%)
When I discipline my child, I lose control.	135 (66%)	41 (20%)	18 (9%)	----	----	----	----

Note: These questions were not asked of Austin respondents.

Cells with no data have been suppressed due to a small sample size.

Social Support and Concrete Support

Table 20 presents survey results for two additional scales that are part of the Protective Factors Survey. Social Support is presented in panel 1 and Concrete Support in panel 2. As shown, respondents averaged 5.66 in social support (between “slightly agree” and “mostly agree”) on this 7-point scale ($\alpha=0.83$, $n=200$). On average, respondents were likely to “slightly agree” with the three items that comprise the concrete support scale ($\alpha=0.71$, $n=191$). Note two of the items in the scale were reverse coded.

Table 20. Protective Factors Survey – Social Support and Concrete Support

Scale	Sample Size	Range	Average	Items included in Scale
Social Support	203	1.00 to 7.00	5.66	<ul style="list-style-type: none"> ▪ I have others who will listen when I need to talk about my problems. ▪ When I am lonely, there are several people I can talk to. ▪ If there is a crisis, I have others I can talk to.
Concrete Support	202	1.00 to 7.00	5.03	<ul style="list-style-type: none"> ▪ I would have no idea where to turn if my family needed food or housing. [R] ▪ I wouldn't know where to go for help if I had trouble making ends meet. [R] ▪ If I needed help finding a job, I would know where to go for help.

Response options: 1=strongly agree, 2=mostly disagree, 3=slightly disagree, 4=neutral, 5=slightly agree, 6=mostly agree, 7=strongly agree

Note: These questions were not asked of Austin respondents.

Additional PFS Survey Items

The Los Angeles Department of Mental Health uses a version of the PFS with ten additional items (the PFS-30). We included these items in the 2020 Caregiver survey, and they are presented in Tables 21 and 22. Two tables are used to present these items to correspond to Part V and Part VI in the PFS-30. Half of the surveyed caregivers strongly agreed their family has reliable transportation and that an adult in the household had a steady job (the first two items in Table 21). The distribution of responses to the third item, being able to handle an unexpected expense, was more dispersed. Looking at the last item, 49% of respondents (n=107) at least slightly agreed with the statement, “It’s very hard for me to cover all my expenses each month.”

Table 21. Protective Factors Survey – Part V

Survey Item	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
My family has reliable transportation	23 (10%)	----	----	23 (10%)	----	----	112 (50%)
An adult in my household has a steady job.	40 (18%)	----	----	20 (9%)	----	----	107 (49%)
I could handle an unexpected expense.	35 (16%)	16 (7%)	23 (11%)	49 (23%)	36 (17%)	35 (16%)	24 (11%)
Over the previous 12 months, my family was able to pay the full amount of our rent or mortgage payments.	22 (10%)	11 (5%)	16 (7%)	33 (15%)	18 (8%)	41 (19%)	81 (37%)
It's very hard for me to cover all my expenses each month.	31 (14%)	----	16 (7%)	57 (26%)	52 (24%)	23 (10%)	32 (15%)

Note: These questions were not asked of Austin respondents.

Cells with no data have been suppressed due to a small sample size.

Table 22 is presented in descending order based on the proportion of respondents who strongly agreed with each statement. As shown over half of the surveyed caregivers strongly agreed with the first two statements, and close to half strongly agreed with the next two (rows three and four). While there was

less strong agreement with the last item, 71% of respondents either mostly agreed or strongly agreed they were pretty good at figuring out how to resolve disagreements.

Table 22. Protective Factors Survey – Part VI

Survey Item	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
I think I'm' a person with many strengths.	---	---	---	14 (7%)	21 (11%)	46 (23%)	111 (56%)
There are quite a few things that make me happy about life.	---	---	---	13 (7%)	21 (11%)	43 (22%)	109 (55%)
I make myself do things I need to even when it is hard.	---	---	---	18 (9%)	19 (10%)	60 (30%)	91 (46%)
When feeling anxious, angry, or depressed I am able to take positive steps to help myself feel better.	---	---	---	24 (12%)	19 (10%)	57 (29%)	87 (44%)
I am pretty good at figuring out how to resolve disagreements.	---	---	---	21 (11%)	24 (12%)	67 (34%)	73 (37%)

Note: These questions were not asked of Austin respondents.
Cells with no data have been suppressed due to a small sample size.

Feelings about Parenting Your Child

Caregivers were asked to think about their experiences as a parent to the child enrolled in FOTC, and to indicate how much they felt each of eleven feelings. The positive feeling scale was comprised of four items, shown in the first panel of Table 23 ($\alpha=0.79$, $n=198$). Respondents reported, on average, feeling these emotions about halfway between “somewhat” and “very much so.” The negative feeling scale was comprised of seven items and is shown in the second panel ($\alpha=0.88$, $n=190$). Respondents, on average, reported feeling these emotions “a little.”

Table 23. Positive and Negative Emotions as a Caregiver

Scale Items	Number responding	Range	Average
Positive Emotions <ul style="list-style-type: none"> • Happy • Satisfied • Confident • Proud 	202	1.00 to 4.00	3.40
Negative Emotions <ul style="list-style-type: none"> • Frustrated • Tense • Worried • Bothered or upset • Unhappy • Emotionally worn out • Unsure of yourself 	199	1.00 to 4.00	1.95

Response options: 1=not at all, 2=a little, 3=somewhat, 4=very much so
Note: These questions were not asked of Austin respondents.

Health

General Health

Of the 250 respondents that answered this question, the largest proportion (38%, n=95) reported their general health was good; about one in three (30%, n=75) said their health was very good, and one in five (20%, n=50) reported their health was excellent. Just 12% of respondents indicated their health was fair or poor.

Physical Health

Respondents were asked, “Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health NOT good?” Most respondents (n=117, 59%) reported zero days of poor health in the past 30 days. Of the 197 respondents who answered the question, days of poor health ranged from zero to 30 (reported by six respondents), with an average of three days.

DISCUSSION AND LIMITATIONS

The findings highlighted here have several limitations. Most importantly, 59% of the caregivers we invited to participate in the survey ultimately completed it. Our response rate increases to 69% when partial completions are included. While this at least doubles the response rate achieved in 2019, in which 29% of caregivers (71 of 244) completed the survey, the response rate is still low for a listed sample.

After the 2019 Caregiver Survey, ICF made concerted efforts to ensure a higher response rate for the 2020 survey including: (1) working with sites to ensure that up-to-date contact information was entered into the network’s Efforts to Outcomes (ETO) system prior to roll-out; (2) engaging Friends in a more central role in survey administration; (3) increasing caregiver incentives (from \$20 to \$35); and (4) including a more targeted approach to personalize and increase outreach to caregivers. With a response rate double that of 2019, it’s clear these efforts were partially successful. Importantly, they were more successful in some sites than in others. For example, the response rate ranged from 85% in Central Oregon to 47% in San Francisco (including completes and partials).

The timing of our data collection may have contributed to the lower response rate, despite our increased efforts. ICF and FOTC National had originally postponed the planned spring 2020 survey start due to the global COVID-19 pandemic. The extra time allowed the project team to make further adjustments to the questionnaire to capture key metrics desired for the two sites (Los Angeles and New York) working under the Two Generational (2Gen) model. However, the change pushed data collection to late summer and into fall when families were still struggling with the pandemic. One such struggle involved parenting and schooling young children through the pandemic.

Those who responded may not be representative of the full group of FOTC caregivers nor of their site. Often, respondents with more extreme feelings (either positive or negative) are those who complete surveys with the fewest prompts. For this reason, we did not present analyses exploring findings for each site separately and we tried to be as “preliminary” as possible in our analytic approach (e.g., focusing mostly on frequencies of individual variables rather than analyses exploring associations between variables). The findings presented here may change with an ability to explore and “control” for potentially important contributors (e.g., site differences).

Another limitation is that the retrospective pre-post analyses examining change in youth’s socio-emotional learning and family functioning over time do not include a comparison group that did not



receive FOTC services. Thus, although promising, the progress outlined over time (i.e., comparing “before FOTC” to the past two months) could reflect natural development, with or without FOTC, and should **not** be interpreted or presented as FOTC *impacts* or rigorously obtained *outcomes*. Instead, FOTC might use them to consider outcome areas in which they may be more or less effective.

Lastly, our analyses did not control for potentially important demographic variables for youth or caregivers (e.g., gender, race, or ethnicity) because we were not allowed to collect this information due to data use agreements with the IRBs that approved this study. It is possible these characteristics would influence the findings.



APPENDICES

FRIENDS of the CHILDREN

WELCOME TO THE *FRIENDS OF THE CHILDREN* SURVEY FOR PARENTS AND CAREGIVER



Friends of the Children needs your help with an important national study of its mentoring program. We want to know what you think of the *Friends of the Children* program. And also, how it has helped you and your family.

You can help us improve our program to better support you, your child, and other families. Taking the survey is quick and easy! To thank you, we will mail you a **\$35 Visa gift card** at the end of this survey. This survey should take about 20 minutes.

- The survey has questions about your child's health and wellness, self-esteem, schoolwork, and being in *Friends of the Children*. For example, how well your child copes with daily stress.
- The survey has questions about your family's experiences with *Friends of the Children*, mental health, employment, health care, legal issues, and public assistance. For example, what types of public assistance you may have received.
- Taking the survey is completely voluntary. You can skip any question you don't want to answer. You can stop the survey at any time.
- Names (you or your child's) will not be connected to your responses.
- Your responses will be shared only after being combined with those from other parents. For example, to report how many parents responded "yes" or "no" to a particular question.

Please be honest! There are no right or wrong responses.

Taking the survey is not required. If you decide not to take it, or you want to withdraw, you can do so at any time. Your family can still be in *Friends of the Children* and other public programs. No one involved in this research will contact you to try to sell you anything.

We will keep your responses confidential and securely stored. Reports will not include names or identifying information. We will provide survey data, without any way to identify anyone, to researchers working with *Friends of the Children* for future research. In the event that survey responses lead to a suspicion of child abuse or neglect, researchers must report it to the state child welfare agency.

If you want to contact the Institutional Review Board (IRB) for the research firm conducting the survey, please call 404-321-3211 and ask for Dr. Carole Harris. The IRB oversees research involving human participants.



Questions about the survey? Contact the research team hired to conduct this study: fotc@icfsurvey.com or call toll-free 1-844-559-1925.

FRIENDS OF THE CHILDREN

These first questions ask you about the *Friends of the Children* program. If your child has had more than one Friend (mentor), please think about the Friend your child is meeting with now.

1 About how long has your child been meeting with a Friend from the *Friends of the Children* program?

Years
 Months

2 Please tell us how often each of these things happens.

	(Please check one)					
	Never	Once a month or more but not every week	Less than once a month	Once a month or more but not every day	Every week or more almost every day	Every day or almost every day
a. I get in touch with my child’s Friend to talk about my child or my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child’s Friend gets in touch with me to talk about my child or my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child’s Friend misses a meeting with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I talk with my child’s Friend about how my child is doing in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 How satisfied are you with how often you talk, email, or text with your child’s Friend?

- Not at all satisfied
- A little satisfied
- Somewhat satisfied
- Fairly satisfied
- Very satisfied

4A When you joined the program, what did you hope *Friends of the Children* could do to support your child? **Please check all that apply.**

- Give my child another strong role model
- Share new and fun activities with my child
- Speak up for my child with other adults (e.g., teachers, counselors, program staff)
- Support my child in speaking up for him/herself with other adults (e.g., teachers, counselors, program staff)
- Find or strengthen a talent or interest in my child (e.g., dance, art, sports, drama, etc.)

4B What else did you hope *Friends of the Children* could do?

- Learning how to get along better with other family members
- Getting along better with adults outside of our family
- Getting support for physical health concerns (e.g., asthma, diabetes, weight problems)
- Developing ways to avoid problem behaviors (e.g., fighting, bullying)
- Developing ways to work through fears, worries, or sadness
- Getting through a tough change (e.g., a new school, parent separation, death of a loved one)
- Learning how to get along better with other children
- Doing well in school
- Other (Please describe):

5A What has *Friends of the Children* done to support your child so far? **Please check all that apply.**

- Given my child another strong role model
- Shared new and fun activities with my child
- Spoken up for my child with other adults (e.g., teachers, counselors, program staff)
- Supported my child in speaking up for him/herself with other adults (e.g., teachers, counselors, program staff)
- Found or strengthened a talent or interest in my child (e.g., dance, art, sports, drama, etc.)

5B What else has *Friends of the Children* done to support your child so far? **My child's Friend has supported my child in... Please check all that apply.**

- Learning how to get along better with other family members
- Getting along better with adults outside of our family
- Getting support for physical health concerns (e.g., asthma, diabetes, weight problems)
- Developing ways to avoid problem behaviors (e.g., fighting, bullying)
- Developing ways to work through fears, worries, or sadness
- Getting through a tough change (e.g., a new school, parent separation, death of a loved one)
- Learning how to get along better with other children
- Doing well in school
- Other (Please describe):

6 Please tell us how much you agree or disagree with each statement.

	(Please check one)				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
a. My child feels close to his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child has fun with his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's Friend seems to really care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child feels more able to handle problems because his/her Friend is there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am satisfied with how involved I am in my child's relationship with his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know who to talk to in the program if I have a problem with my child's Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child's Friend has helped me learn how to get the things my child needs to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child's Friend treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My child's Friend has helped me learn new things about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My child's Friend has helped my family deal with unexpected problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 Which, if any, of the following problems have you had with the *Friends of the Children* program?

	(Please check one)		
	Not a problem	A small problem	A big problem
a. My child's Friend does not understand my child's culture/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's Friend misses too many meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The program isn't giving my child what he/she wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The program isn't giving <u>my child</u> what I wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The program isn't giving <u>my family</u> what I wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other challenges or problems? Please describe:	<hr/> <hr/>		

IMPACT OF FRIENDS OF THE CHILDREN ON YOUR FAMILY

These next questions ask about how the program may have helped your whole family—not just your child that has a Friend.

8 Please let us know if *Friends of the Children* has helped your family in any of the following ways. Please check “yes” or “no” for each statement. For the last three questions, if you do not have any other children, please check “N/A.”

Your child’s Friend has...	(Please check one)		
	YES	NO	N/A
a. helped make your child’s behavior better in a way that has made your home a more positive place	<input type="radio"/>	<input type="radio"/>	
b. helped make your child’s relationship with other family members stronger	<input type="radio"/>	<input type="radio"/>	
c. given you ideas for how to help your child learn at home (e.g., providing books, educational games, or giving tips on how to read to your child or help with homework).	<input type="radio"/>	<input type="radio"/>	
d. helped make your relationships with teachers or other staff at your child’s school stronger	<input type="radio"/>	<input type="radio"/>	
e. helped make your family’s relationships with other people in the community stronger	<input type="radio"/>	<input type="radio"/>	
f. helped your family understand or work with systems like hospitals, schools, or the child welfare system	<input type="radio"/>	<input type="radio"/>	
g. helped you learn more about your child	<input type="radio"/>	<input type="radio"/>	
h. helped you find a job, education, or training for yourself	<input type="radio"/>	<input type="radio"/>	
i. helped you reach goals you have <u>for your child</u> (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	
j. helped you reach goals you have <u>for yourself</u> (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	
k. made it possible for you to spend more time with your other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. helped your other child(ren) with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. helped your other child(ren) behave better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 Which of the following services or programs has your child’s Friend helped or supported you, your child, or other family members to get? **Please check all that apply.**

- Child care
- Educational assistance, like books for your home, tutoring, or library access
- Cultural or art activities
- Fitness or sports activities
- Parenting programs or classes
- Drug or alcohol treatment or recovery support
- Mental health care, like counseling, therapy sessions, or medication
- Health care insurance or coverage
- Vaccinations for my child
- Routine check-ups for my child (e.g., finding a doctor, helping me schedule an appointment)
- Legal help
- Food assistance programs (WIC, SNAP—food stamps)
- Housing assistance (e.g., Section 8)
- Income assistance (e.g., TANF, unemployment)

Other (please describe): _____

OR

None of the above

10 If you ran into someone you hadn’t seen for a while, what would you tell them about your experience with *Friends of the Children* so far?

YOUR CHILD

Next, we have some questions about the child in your home who has a Friend. Please think only about this child, unless we ask you to think about any other children in your home.

11 What is your relationship to the child who has a Friend with *Friends of the Children*?

- Parent
- Foster caregiver
- Grandparent
- Other caregiver (please specify): _____

- Other (please specify): _____

We have a few questions about your home and who lives with your child. If your child lives in different places, please answer the questions thinking about where your child lives most of the time.

12 Thinking about where your child lives most of the time, who lives there with him or her? **Please check all that apply.**

- Mother
- Father
- Foster mother
- Foster father
- Stepmother
- Stepfather
- Grandparent
- Brother/stepbrother(s)
- Sister/stepsister(s)
- Other adult(s)

13 How many adults, 18 years of age or older, live in your child's home most of the time? Please include yourself if you live with your child.

Adults

14 How many children, 0 to 17 years of age, live in your child's home most of the time? Please include your child in the *Friends of the Children* program.

Children

15 In total, how many years have you lived with this child? Please think about all of the time you have lived together, including your time with this child if you share custody.

Months

Years

16A Please check the box that best describes how much you agree or disagree with each statement.

	(Please check one)						
	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
a. My family has reliable transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An adult in my household has a steady job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I could handle an unexpected expense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It's very hard for me to cover all my expenses each month.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Over the previous 12 months, my family was able to pay the full amount of our rent or mortgage payments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16B Please think about where this child lives most of the time. Does your child live in an unstable housing situation in which his/her caregivers could be asked or forced to leave?

- Yes
- No

17 Children are different in their personalities, their strengths, and the areas in which they are still growing and may need some support. For each item, please think back to *BEFORE* your child started meeting with his/her Friend. Check one box to let us know how true each statement was for your child before the *Friends of the Children* program. It would help us if you answered all items even if you are not sure.

	(Please check one)				
	Not at all true	A little true	Fairly true	Mostly true	Very true
a. Was comfortable sharing feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understood his/her own strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Was able to explain why he/she said or did something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Showed feelings that were appropriate to the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Could control his/her behavior when angry, frustrated, disappointed, or excited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Accepted when things didn't go his/her way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Responded well to being corrected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Stayed on task even with distractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Responded with empathy to others who were upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Respected other people's views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Respected the property of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Complimented others when they did well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Worked well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Joined peer group activities smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Worked through conflicts in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	(Please check one)				
	Not at all true	A little true	Fairly true	Mostly true	Very true
p. Got along well with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Could decide between right and wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Took responsibility for his/her own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Could ignore peer pressure to do bad things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Followed the rules at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Was hopeful, optimistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Liked to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Behaved well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Got good report cards or progress reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Bullied or picked fights with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Was bullied or picked on by other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Had interests or hobbies that he/she enjoyed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Had an adult outside of home whom he/she cared about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Was often sad, unhappy, or cried a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 Now we'd like to learn about how your child has been doing OVER THE PAST TWO MONTHS. Please check one box to show how true each statement is for your child—thinking just about the past two months. It would help us if you answered all items even if you are not sure.

	(Please check one)				
	Not at all true	A little true	Fairly true	Mostly true	Very true
a. Is comfortable sharing feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understands his/her own strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Is able to explain why he/she said or did something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Shows feelings that are appropriate to the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Can control his/her behavior when angry, frustrated, disappointed, or excited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Accepts when things don't go his/her way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Responds well to being corrected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Stays on task even with distractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Responds with empathy to others who are upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Respects other people's views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Respects the property of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Compliments others when they do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Works well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Joins peer group activities smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Works through conflicts in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	(Please check one)				
	Not at all true	A little true	Fairly true	Mostly true	Very true
p. Gets along well with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Can decide between right and wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Takes responsibility for his/her own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Can ignore peer pressure to do bad things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Follows the rules at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Is hopeful, optimistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Likes to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Behaves well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Gets good report cards or progress reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Bullies or picks fights with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Has been bullied or picked on by other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Has interests or hobbies that he/she enjoys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Has an adult outside of home whom he/she cares about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cc. Is often sad, unhappy, or cries a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19 Please check the box that describes how often each of the following happens in your family.

	(Please check one)						
	<i>Never</i>	<i>Very rarely</i>	<i>Rarely</i>	<i>About half the time</i>	<i>Frequently</i>	<i>frequently</i>	<i>Very Always</i>
a. In my family, we talk about problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When we argue, my family listens to "both sides of the story."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In my family, we take time to listen to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My family pulls together when things are stressful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My family is able to solve our problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am happy being with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child and I are very close to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am able to soothe my child when he/she is upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I spend time with my child doing what he/she likes to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. There are many times when I don't know what to do as a parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I know how to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My child misbehaves just to upset me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I praise my child when he/she behaves well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. When I discipline my child, I lose control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MORE ABOUT YOU AND YOUR FAMILY

We'd like to learn more about your family and your experiences as a parent to this child. Your answers will help us improve our services and meet the needs of families. Researchers collecting these data will not share your responses with anyone.

- 20** Please think of your experiences as a parent to this child. Check the box that shows how much you feel each of the following.

	(Please check one)			
	Not at all	A little	Somewhat	Very much so
a. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Frustrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Bothered or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Emotionally worn out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Unsure of yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 Please check the box that best describes how much you agree or disagree with the statement.

	(Please check one)						
	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
a. I have others who listen when I need to talk about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When I am lonely, there are several people I can talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I would have no idea where to turn if my family needed food or housing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I wouldn't know where to go for help if I had trouble making ends meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If there is a crisis, I have others I can talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. If I needed help finding a job, I would know where to go for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22 Please check the box that best describes how much you agree or disagree with the statement.

	(Please check one)						
	Strongly disagree	Mostly disagree	Slightly disagree	Neutral	Slightly agree	Mostly agree	Strongly agree
a. I think I am a person with many strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am pretty good at figuring out how to resolve disagreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I make myself do things I need to even when it is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There are quite a few things that make me happy about life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When feeling anxious, angry, or depressed, I am able to take positive steps to help myself feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23 Would you say that in general your health is...

- Excellent
- Very Good
- Good
- Fair
- Poor

24 Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health NOT good?

Days

YOUR BACKGROUND

These last questions will help us understand more about your background. We are asking these questions to help us understand who the program is serving. And to learn how it is meeting the needs of families with different experiences and backgrounds. We will not connect your name, or your child's name, with your answers. We will combine your answers with those from other parents who complete the survey.

25 What is the last grade that you finished in school?

- Less than 12th grade
- GED
- High school diploma
- Some college, or a 12- or 18-month program to learn a trade, but did not finish
- Certificate, Associate's degree (AA or AS)
- BA or higher

26 In the past 12 months, have you taken classes or received any type of training? Include classes to get your GED, college classes, or trade/technical classes. Please also include internships, on the job training, and apprenticeships.

Yes

No

26A In the last 12 months, which classes or training have you participated in? **Please check all that apply.**

- GED classes
- Undergraduate college classes
- Graduate college classes
- Internships, on the job trainings, or apprenticeships
- Trade or technical classes
- Other (please describe): _____

26B Are you currently taking classes or enrolled in training?

- Yes
- No

26C Do you have plans to take classes or enroll in a training?

- Yes
- No
- Don't know/unsure

26D If you continue your education or training will it be...?

- Within 1 year
- Between 2 and 5 years from now, or
- Don't know/unsure

27 Are you currently working for pay?

Yes

No

27A Do you work full time or part time?

- Full time (35 hours or more each week)
- Part time (less than 35 hours each week)

27B Are you currently looking for a job?

- Yes
- No

28 How old were you when you had your first child?

Years Old

29 Were you involved in the foster care system as a child?

Yes

No

29A How many years were you in foster care total?
Please enter zero if you were in foster care for less than one year.

Total Years

29C How old were you when you left foster care for the last time?

Years Old

29B How many different homes total did you live in when you were in foster care?

Homes

30 What was your household's total combined family income last year?
Please get as close as you can, if you are not sure.

- \$0 – \$5,000
- \$5,001 – \$10,000
- \$10,001 – \$15,000
- \$15,001 – \$20,000
- \$20,001 – \$25,000
- \$25,001 – \$30,000
- \$30,001 – \$35,000
- \$35,001 – \$40,000
- \$40,001 – \$45,000
- \$45,001 – \$50,000
- \$50,001 – \$55,000
- \$55,001 – \$60,000
- \$60,001 – \$65,000
- \$65,001 – \$70,000
- \$70,001 – \$75,000
- More than \$75,000
- I prefer not to answer this question

THANK-YOU GIFT

Thank you for taking the time to complete this important survey. Your participation is greatly appreciated. To thank you for the time you have spent answering our questions we will send you a \$35 Visa gift card when you return this survey.

Thank you very much for taking the time to complete our survey!

Questions about the survey? Contact the research team hired to conduct this study: fotc@icfsurvey.com or call toll-free 1-844-559-1925.

FRIENDS of the CHILDREN

WELCOME TO THE *FRIENDS OF THE CHILDREN* SURVEY FOR PARENTS AND CAREGIVER



Friends of the Children needs your help with an important national study of its mentoring program. We want to know what you think of the *Friends of the Children* program. And also, how it has helped you and your family.

You can help us improve our program to better support you, your child, and other families. Taking the survey is quick and easy! To thank you, we will mail you a **\$35 Visa gift card** at the end of this survey. This survey should take about 20 minutes.

- The survey has questions about your child's health and wellness, self-esteem, schoolwork, and being in *Friends of the Children*. For example, how well your child copes with daily stress.
- The survey has questions about your family's experiences with *Friends of the Children*, mental health, employment, health care, legal issues, and public assistance. For example, what types of public assistance you may have received, what emotions you experience with your child, and what kind of relationships are present in your household.
- Taking the survey is completely voluntary. You can skip any question you don't want to answer. You can stop the survey at any time.
- Names (you or your child's) will not be connected to your responses. We will keep that information confidential.
- Your responses will be shared only after being combined with those from other parents. For example, to report how many parents responded "yes" or "no" to a particular question.

Please be honest! There are no right or wrong responses.

Taking the survey is not required. If you decide not to take it, or you want to withdraw, you can do so at any time. Your family can still be in *Friends of the Children* and other public programs. No one involved in this research will contact you to try to sell you anything.

We will keep your responses confidential and securely stored. Reports will not include names or identifying information. We will provide survey data, without any way to identify anyone, to researchers working with the *Friends of the Children* national office for future research. In the event that survey responses lead to a suspicion of child abuse or neglect, researchers must report it to the state child welfare agency. Eligibility for special services and public programs will not be impacted by participation.

If you want to contact the Institutional Review Board (IRB) for the research firm conducting the survey, please call 404-321-3211 and ask for Dr. Carole Harris. The IRB oversees research involving human participants.

Questions about the survey? Contact the research team hired to conduct this study: fotc@icfsurvey.com or call toll-free 1-844-559-1925.

FRIENDS OF THE CHILDREN

These first questions ask you about the *Friends of the Children* program. If your child has had more than one Friend (mentor), please think about the Friend your child is meeting with now.

1 About how long has your child been meeting with a Friend from the *Friends of the Children* program?

Years

Months

2 Please tell us how often each of these things happens.

	(Please check one)				
	Never	Less than once a month	Once a month or more but not every week	Every week or more but not every day	almost every day Every day or more
a. I get in touch with my child's Friend to talk about my child or my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's Friend gets in touch with me to talk about my child or my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's Friend misses a meeting with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I talk with my child's Friend about how my child is doing in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 How satisfied are you with how often you talk, email, or text with your child's Friend?

- Not at all satisfied
- A little satisfied
- Somewhat satisfied
- Fairly satisfied
- Very satisfied

4A When you joined the program, what did you hope *Friends of the Children* could do to support your child? **Please check all that apply.**

- Give my child another strong role model
- Share new and fun activities with my child
- Speak up for my child with other adults (e.g., teachers, counselors, program staff)
- Support my child in speaking up for him/herself with other adults (e.g., teachers, counselors, program staff)
- Find or strengthen a talent or interest in my child (e.g., dance, art, sports, drama, etc.)

4B What else did you hope *Friends of the Children* could do?

- Learning how to get along better with other family members
- Getting along better with adults outside of our family
- Getting support for physical health concerns (e.g., asthma, diabetes, weight problems)
- Developing ways to avoid problem behaviors (e.g., fighting, bullying)
- Developing ways to work through fears, worries, or sadness
- Getting through a tough change (e.g., a new school, parent separation, death of a loved one)
- Learning how to get along better with other children
- Doing well in school
- Other (Please describe):

5A What has *Friends of the Children* done to support your child so far? **Please check all that apply.**

- Given my child another strong role model
- Shared new and fun activities with my child
- Spoken up for my child with other adults (e.g., teachers, counselors, program staff)
- Supported my child in speaking up for him/herself with other adults (e.g., teachers, counselors, program staff)
- Found or strengthened a talent or interest in my child (e.g., dance, art, sports, drama, etc.)

5B What else has *Friends of the Children* done to support your child so far? **My child's Friend has supported my child in... Please check all that apply.**

- Learning how to get along better with other family members
- Getting along better with adults outside of our family
- Getting support for physical health concerns (e.g., asthma, diabetes, weight problems)
- Developing ways to avoid problem behaviors (e.g., fighting, bullying)
- Developing ways to work through fears, worries, or sadness
- Getting through a tough change (e.g., a new school, parent separation, death of a loved one)
- Learning how to get along better with other children
- Doing well in school
- Other (Please describe):

6 Please tell us how much you agree or disagree with each statement.

	(Please check one)				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
a. My child feels close to his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child has fun with his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's Friend seems to really care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child feels more able to handle problems because his/her Friend is there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am satisfied with how involved I am in my child's relationship with his/her Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know who to talk to in the program if I have a problem with my child's Friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My child's Friend has helped me learn how to get the things my child needs to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My child's Friend treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My child's Friend has helped me learn new things about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. My child's Friend has helped my family deal with unexpected problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 Which, if any, of the following problems have you had with the *Friends of the Children* program?

	(Please check one)		
	Not a problem	A small problem	A big problem
a. My child's Friend does not understand my child's culture/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's Friend misses too many meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The program isn't giving my child what he/she wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The program isn't giving <u>my child</u> what I wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The program isn't giving <u>my family</u> what I wanted from the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other challenges or problems? Please describe:	<hr/> <hr/>		

IMPACT OF FRIENDS OF THE CHILDREN ON YOUR FAMILY

These next questions ask about how the program may have helped your whole family—not just your child that has a Friend.

8 Please let us know if *Friends of the Children* has helped your family in any of the following ways. Please check “yes” or “no” for each statement. For the last three questions, if you do not have any other children, please check “N/A.”

Your child’s Friend has...	(Please check one)		
	YES	NO	N/A
a. helped make your child’s behavior better in a way that has made your home a more positive place	<input type="radio"/>	<input type="radio"/>	
b. helped make your child’s relationship with other family members stronger	<input type="radio"/>	<input type="radio"/>	
c. given you ideas for how to help your child learn at home (e.g., providing books, educational games, or giving tips on how to read to your child or help with homework).	<input type="radio"/>	<input type="radio"/>	
d. helped make your relationships with teachers or other staff at your child’s school stronger	<input type="radio"/>	<input type="radio"/>	
e. helped make your family’s relationships with other people in the community stronger	<input type="radio"/>	<input type="radio"/>	
f. helped your family understand or work with systems like hospitals, schools, or the child welfare system	<input type="radio"/>	<input type="radio"/>	
g. helped you learn more about your child	<input type="radio"/>	<input type="radio"/>	
h. helped you find a job, education, or training for yourself	<input type="radio"/>	<input type="radio"/>	
i. helped you reach goals you have <u>for your child</u> (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	
j. helped you reach goals you have <u>for yourself</u> (please describe): _____ _____	<input type="radio"/>	<input type="radio"/>	
k. made it possible for you to spend more time with your other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. helped your other child(ren) with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. helped your other child(ren) behave better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 Which of the following services or programs has your child's Friend helped or supported you, your child, or other family members to get? **Please check all that apply.**

- Child care
- Educational assistance, like books for your home, tutoring, or library access
- Cultural or art activities
- Fitness or sports activities
- Parenting programs or classes
- Drug or alcohol treatment or recovery support
- Mental health care, like counseling, therapy sessions, or medication
- Health care insurance or coverage
- Vaccinations for my child
- Routine check-ups for my child (e.g., finding a doctor, helping me schedule an appointment)
- Legal help
- Food assistance programs (WIC, SNAP—food stamps)
- Housing assistance (e.g., Section 8)
- Income assistance (e.g., TANF, unemployment)

Other (please describe): _____

OR

None of the above

10 If you ran into someone you hadn't seen for a while, what would you tell them about your experience with *Friends of the Children* so far?

YOUR CHILD

Next, we have some questions about the child in your home who has a Friend. Please think only about this child, unless we ask you to think about any other children in your home.

11 What is your relationship to the child who has a Friend with *Friends of the Children*?

- Parent
- Foster caregiver
- Grandparent
- Other caregiver (please specify): _____

- Other (please specify): _____

We have a few questions about your home and who lives with your child. If your child lives in different places, please answer the questions thinking about where your child lives most of the time.

12 Thinking about where your child lives most of the time, who lives there with him or her? **Please check all that apply.**

- Mother
- Father
- Foster mother
- Foster father
- Stepmother
- Stepfather
- Grandparent
- Brother/stepbrother(s)
- Sister/stepsister(s)
- Other adult(s)

- 13 How many adults, 18 years of age or older, live in your child's home most of the time?
Please include yourself if you live with your child.

Adults

- 14 How many children, 0 to 17 years of age, live in your child's home most of the time?
Please include your child in the *Friends of the Children* program.

Children

- 15 In total, how many years have you lived with this child? Please think about all of the time you have lived together, including your time with this child if you share custody.

Months

Years

MORE ABOUT YOU AND YOUR FAMILY

We'd like to learn more about your family and your experiences as a parent to this child. Your answers will help us improve our services and meet the needs of families. Researchers collecting these data will not share your responses with anyone.

- 16 Would you say that in general your health is...

- Excellent
- Very Good
- Good
- Fair
- Poor

- 17 Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health NOT good?

Days

YOUR BACKGROUND

These last questions will help us understand more about your background. We are asking these questions to help us understand who the program is serving. And to learn how it is meeting the needs of families with different experiences and backgrounds. We will not connect your name, or your child's name, with your answers. We will combine your answers with those from other parents who complete the survey.

- 18 What is the last grade that you finished in school?

- Less than 12th grade
- GED
- High school diploma
- Some college, or a 12- or 18-month program to learn a trade, but did not finish
- Certificate, Associate's degree (AA or AS)
- BA or higher

19 In the past 12 months, have you taken classes or received any type of training? Include classes to get your GED, college classes, or trade/technical classes. Please also include internships, on the job training, and apprenticeships.

Yes

No

19A In the last 12 months, which classes or training have you participated in? **Please check all that apply.**

- GED classes
- Undergraduate college classes
- Graduate college classes
- Internships, on the job trainings, or apprenticeships
- Trade or technical classes
- Other (please describe): _____

19B Are you currently taking classes or enrolled in training?

- Yes
- No

19C Do you have plans to take classes or enroll in a training?

- Yes
- No
- Don't know/unsure

19D If you continue your education or training will it be...?

- Within 1 year
- Between 2 and 5 years from now, or
- Don't know/unsure

20 Are you currently working for pay?

Yes

No

20A Do you work full time or part time?

- Full time (35 hours or more each week)
- Part time (less than 35 hours each week)

20B Are you currently looking for a job?

- Yes
- No

21 How old were you when you had your first child?

Years Old

THANK-YOU GIFT

Thank you for taking the time to complete this important survey. Your participation is greatly appreciated. To thank you for the time you have spent answering our questions we will send you a \$35 Visa gift card when you return this survey.

Thank you very much for taking the time to complete our survey!

Appendix C – Open Ended and Other, Specify Responses

Q4B. What else did you hope *Friends of the Children* could do? I hoped *Friends of the Children* would support my child in...

- Building self-esteem, self-motivation, standing up for himself when being verbally/physically bullied, standing up for himself in a respectful manner, introduce him to things (art, instruments)
- Develop good personal values or behaviors.
- English
- More active in sports
- Moving back in with biological mother
- My son's reading/math level.
- Reading and writing
- Respect his brother and his daddy
- She's like a big sister and she helps my child with everything
- Staying focused and following directions
- Working with a therapist for consistency

Q5B. What else has *Friends of the Children* done to support your child so far? My child's Friend has supported my child in...

- All around support calling to support us with school. [NAME] is the best.
- Anxiety of being away from mom
- Being a great role model, making her feel very special. She more confident in herself and her schoolwork.
- Catching up to the class with reading
- English
- They have been a source of support during COVID-19. They provide constant communication and check-in on the family's needs and concerns. They tremendously helped my son improve in reading and math. They built confidence in my son.
- My child hasn't seen anyone for months now
- Healthy eating
- Helping them learn basic life skills like cleaning and cooking.
- More support
- Not too much since COVID-19
- Play video games. Be there to talk.

Q7F. Any other challenges or problems? Please describe.

- [NAME] has been a positive reinforcement in my child's life. I have no complaints because of the COVID-19, I understand.
- Because of what's going on it's hard for the Friend to see my son and do things. It's been very hard on my son because they went from seeing each other every Wednesday to only phone calls and that's it
- Black Lives Matter... "We have the power to give every child deserves a fair opportunity to be successful."
- We haven't had any one out for a while now.
- Help with virtual education or virtual programs or activities
- I am a single parent, and I had a rough time trying to provide for my kids and keeping up with my mortgage. Friends of the Children provided food and has helped me with gift cards, school clothing, and school supplies for my son. Friends of the Children has put me and my family back on track and I thank them with all my heart. Friends of the Children cares and makes a big difference in people's lives. [NAME] and I are blessed to be able to have friends of the children in our life.
- I love her mentor because she is there for every moment.
- My child has had many mentors and can't find the right mentor for her.

- My child has truly enjoyed this program for the last four years. She's been in this program since kindergarten and has had two mentors. They are both wonderful young women.
- N/A
- None
- No
- No
- No challenges. My Friend is a perfect match for my child and our family.
- No, everything is good and I'm very thankful for the help they give my child.
- None
- None
- Not at all [NAME] and [NAME] are the best mentors my kids could ever had in their life. The kids get happy as soon they arrive. [NAME] and [NAME] have showed us nothing but kindness and efficiency.
- Not having long enough outings due to COVID-19
- She is in need of more social events with differing people such as mentors. It's getting boring with same people all of the time, so my child can develop attitudes and not the best behaviors.
- The pandemic has made everything harder, of course. I'm not sure what the expectations even are. Does my child's Friend still have a weekly obligation to them? My child's Friend has been sporadic about contacting us and setting up meetings. Sometimes once a week, and other times weeks will go by and we haven't heard from him. There is nothing regular, consistent, or predictable. And meeting with him over Zoom or on the phone is much less fun/engaging for my child. These are the restrictions we're living with now, I realize, but I wonder if there's anything that could be done better. Especially with school starting up again.
- This survey was tough as we have not had much interaction with our child's mentor since March due to COVID-19. Our child had Zoom fatigue from other visits, so we did not pursue virtual visits with his mentor.
- Everything is perfect. Everyone with Friends of the Children is very kind in the activities I have attended. Thank you for your support and I give thanks to [NAME]. He is an excellent person and very professional in his work. I am very blessed with you all. Thank you and blessings for all the staff. Thank you [NAME] for being an excellent mentor
- I would have liked to see them contacted more through this virus at least over the phone.

Q81. Your child's Friend has... helped you reach goals you have for your child. Please describe:

- Two years ago, I attended [STATE] college after a long conversation with [NAME]. Now I'm just waiting for this COVID-19 situation to pass to finish school. My son is so proud of me.
- A great experience. I love my kid's mentors
- My son is more diligent in his schoolwork, like to read better and doing better with mathematics
- Activities to read and write
- After setting goals for my daughter, I realized very quickly one of the goals was not effective. I spoke with the Friend, and she immediately got to work. Her saying is "We're gonna figure this out." We revisited to reset the goal. Here we are approximately one year later, and my daughter has accomplished her goals times 10. Thank you! And because of it is she is more confident in who she is.
- Always supporting my child
- Am able to work so that I can get my child in gymnastics, which the program had a young athletic talk to the children who wanted to be in gymnastics.
- [NAME] is one of the BEST. Whatever concerns I had or have he's willing to work with me to resolve them
- To be more patient
- To help in bringing food
- Been a great help
- Behaving better
- Behavior and academic wise
- Behavior has improved a lot in school

- They have helped me find ways to cope with a behavioral issue(anger)
- Being able to not be so shy all the time and breaking out of her shell.
- Being independent and a self-helper
- Both the males that work with [NAME] are awesome. They help us in every way possible.
- By being a strong role model and still staying in contact with us through this trying time. Bringing us food and calling with information about help needed and being involved with his education.
- Communication
- With reading and writing math
- Contact more, he has ADHD
- [NAME] had a hard time describing her feelings and feeling open to sharing them. Now she does both a ton!
- Doing better in school
- Is the best
- For example, helping my son work together with [NAME] as well as his teachers. He's helped him focus more and doesn't feed into negative behavior which benefits him a lot. And allows [NAME] to grow and be more independent and confident in himself. [NAME] believes in him and it allows NAME to believe in himself as well.
- Friends have opened my eyes to seeing what is possible for not just my kid's future, but my own as well.
- Friends of the Children has introduced my child into new places, and they are able to make friends outside of school. Also they have provided groceries for my family. My child's Friend was able to sit in meetings I was not able to be physically present for. Thank you!
- Getting better in school
- Getting ready for kindergarten
- Great support system for us being I'm a single working mother with a hectic work schedule. I appreciated the help with them providing gifts cards during COVID-19 because I was off work for a few months.
- Has given good secondary support
- Having [NAME] set goals and achieve them
- He always includes not just my one child but also my two stepsons
- He has helped [NAME] be more confident
- He has helped his reading dramatically and I have seen a huge improvement academically since he's had his Friend.
- He has helped my son a lot!
- He helped my child a lot because he was really shy.
- He is a great role model/mentor to my child. He is diverse. Just the one year he got to know my child, they grew a special bond/trust between each other. When our family is in need of food, Friends of the Children always supplies our needs. My family can't provide my child certain things to help push my child in (art, music, exercise equipment, or books to read) Friends of the Children always blesses my child to help build his passion. Friends of the Children has helped my child open up and speak freely of his emotions knowing it is ok. Friends of the Children has done a lot for my family and child in a year than I have tried to do on my own. I appreciate Friends of the Children tremendously [NAME], my Child's Mentor, who my child calls his BFF/Buddy.
- He is learning to interact better with others thanks to his buddy.
- He really helped [NAME] while he was struggling with attention problems in class. The Friend also gave him a strong male role model to look up to.
- He speaks up more about his feelings.
- I have tried to answer the questions of Friends of the Children. Thank you for having my child in the Friends of the Children program.
- He's guided me with resources to use for my child.
- Help her find her voice to stick up for herself
- Helped learn more about my child and why she does the things she does
- Helped me learn how to deal with my child emotions and have more patience

- Helped my child communicate about how she is feeling versus shutting down
- Helped my daughter with focusing
- Helped my family establish time management
- Helped my son overcome anger due to his dad not keeping his promises. Built up my son's confidence in reading/math. He learned how to express himself instead of shutting down when he feels attacked or misunderstood. He participates more in activities home/school. He loves to read where at a time it was challenging. Mr. [NAME] is awesome.... he definitely cares about my son and his future as well as my family. We love him for all he does. Friends of the Children is the most family-oriented foundation. He helps families participate with each other more and build better family relationships.
- Helped with making older sister and younger sister bond more lovable
- Helped with verbalizing his feelings or emotions.
- Helping him with his anger problems at home
- Helping me through COVID-19, getting homework & fun activities, and always bringing my child something. I really couldn't ask for a better friend for my child. She's the best.
- Helps through this pandemic
- I absolutely love my daughters' mentor. This has been the best decision I could have possibly made for my child.
- I am able to communicate with him more. He's more opened to conversations.
- I am thankful that you all have a program like this for children. I am beyond blessed to have [NAME] as Friend for my daughter. Thank you all for everything you do for our children.
- I feel blessed
- I feel more focused with the help from my son's mento.
- I helped him myself - Grandma
- I see a good change in my child's behavior
- I'm very pleased that my daughter has the Friend that she has. I couldn't ask for anybody else.
- In a positive way. Kids follow rules and listen more. They show respect to others. These are things they didn't do before they started the program.
- It is important to me that my child makes good connections with role models like his Friend around race and culture. I think that has worked well.
- [NAME] has helped my son to grow and mature a lot as a young man and he had shown him that there are many ways to manage his anger
- Keeping a positive attitude when doing tough assignments or task.
- Keeping her space clean, telling the truth and trying new healthy foods
- I describe the help of my daughter's Friend as an angel not only for helping my daughter, but with whatever problem I have. She tries to help us or give us options to do better.
- Learn more English.
- Learning what she wants to be in life.
- Like listening to be ready for bedtime for school and be on time for things like summers school therapy
- Love the program
- Making her more confident
- Better behavior and interest in things
- My daughter is reading more!
- Miss [NAME] has been so helpful. We love the way she teaches my daughter. She has so much patience and I am thankful for this program. My family has learned so much.
- My child's Friend has been a great addition to our lives.
- My child had behavioral problems that her Friend tremendously helped her in getting under control. I noticed such a big difference between the time the Friend was on maternity leave and when she returned. Upon her return my child was much happier and easier going. The Friend is a huge asset to our family, and we would be lost without her.
- My child has had a few Friends and each and every one of them were amazing. She's loved them all. Her Friend often reaches out to see how we are doing and to see if we need anything. She always offers words

of encouragement to both my child and myself. I love that FOTC has educational activities at every event and even helped with a laptop. With our Friend being able to help my child with schoolwork during this pandemic, it really took a lot off my plate with having two elementary age children.

- My child has learned plenty of coping skills. He's grown and has a better connection with his sibling.
- My child's friend developed her socialization skills and talents. Especially in arts.
- My child's mentor has helped me to understand certain behaviors in my child and given me ideas and tools on how to address issues and behaviors that arise.
- My child's friend has helped identify interest my child has. In addition to finding ways to develop the skills by providing activities and projects for it. He's making things easier.
- My child's friend has helped my son learn ways to deescalate situations between he and his sister
- My child's Friend has made the goal of making my child interactive and secure when my child is around other people.
- My child's Friend has helped him with trusting others and helped him with not being shy.
- My daughter enjoys meeting with [NAME]. She is a great role model.
- My daughter had difficulties with her reading. Her Friend worked hard with her and now she is a strong reader, thank you. She is also more confident.
- My Friend hasn't been able to help at the school, but that is because of the rules at the school. My school has asked her not to be there as it causes to many distractions for all the kids.
- My daughter shows more interest
- My son reading and schoolwork
- My son wanted to become better at baseball his mentor had taken the time to teach him the fundamentals of sports.
- N/A
- None
- Our family benefits from tips to improve focus and build math skills
- Our Friend has made a huge impact on my child. She's more confident. Our Friend is respectful of our culture and is really hands on and all ears in supporting us with our needs.
- Our Friend is very helpful, and she is very easy to communicate
- [NAME] mentor has helped her so much to talk to other kids or do activities or help her feel better. [NAME] makes her feel good about herself. She has a strongly communication with [NAME].
- Positive
- Positive
- Positive
- Positive and awesome impact... thank you
- Provided us with helpful information to show my child how to be positive and help get her involved in thing she loved to do. Helped with the schoolwork and homework.
- That my child expresses more by talking
- That my daughter puts more attention in school and that she gets along with her friends.
- Reading and math
- Reading, controlling anger
- Reading, spelling, cooperation, math, writing, self-emotions, calming, eye contact, better behavior, using words when angry, self-control, motivation. Thank you for everything. We are friends for life
- She had helped me get through some rough times.
- She has changed her outlook on life. She is easy to talk to and is available for my child. My child wants to learn and isn't afraid to try even if she doesn't know something. She is a poster child for distance learning her teacher told her last year. That's because of the encouragement that has been given by her friend. She also has given me ways to encourage her as well
- She is very amazing
- She likes reading now.
- She listens more.
- Yes, it has helped me a lot.

- Social skills
- Speaks up more very caring and concern and willing to take part in group activities.
- Strong bond with my foster daughter, one of the longest people she's maintained a relationship so she's extremely important to her. Her friend makes her feel loved and that she can go to her for anything, it's been a true gift.
- Friends of the Children has helped me understand my son more and his needs. I am having better communication with my son thanks to Friends of the Children. My son was always in trouble in school, but he has learned from Friends of the Children and is totally a different child now. Friends of the Children made a big impact on our family thank you guys so much.
- They are good teachers and doing a great job. I really appreciate you, keep going and continue...
- They have been a wonderful help with my son throughout the whole year. My son had become stronger in places he wasn't before he started with Friends of the Children
- They have help with support when needed and gift cards when needed, that is very big impact on our family.
- They have helped us deal with his dad's passing almost a year ago.
- This program has taught me a lot as a mother but also has helped me understand my child. They have been there through every challenge we have endured.
- This program really helps my son.
- To be friendly and caring for everyone
- To be more assertive for himself and have more confidence
- To catch up on her reading so she won't be so far behind
- To read at least 20 minutes a day
- [NAME] has given [NAME] a role model and friend to talk about life, and my child has someone safe to be with.
- Truly amazing program. I am very grateful that I am able to be a part of the program with my child.
- Trying to keep him on track with school
- Very good
- Very helpful with everything
- Very helpful with finding ideas on new activities for us to do as a family
- [NAME], is always there for us. With this COVID-19 going on and no places to go or much to do, he Zooms and gets all kids involved.
- We had an issue with stealing. [NAME] came up with great ways to help the situation and have my child understand how it affects everyone.
- We love our Friend! She's been a great supporter for my child and my family as well, especially during this whole pandemic.
- We love the books and arts and crafts materials. We love to read and be creative and artistic in this house. We appreciate all the clothes because it always saves me a couple dollars on seasonal clothes shopping. I love the support in school. Education is important to me, so I do appreciate that, and it has helped and improved her math. My daughter just loves going out and getting to be herself and shine like the star she is. Both kids are going through puberty, so the hygiene bags are awesome. I appreciate all they do.
- We work together to support my kid on getting better with math and reading.
- Whenever I need answers I get a call back, email, or text.
- With sharing
- Working with [NAME] to get her where she needs to be learning. Making her more aware that she is capable of doing anything if she tries.
- Yes. Help my child with math and also her reading goals. My child has I believe advanced in her reading level beyond her grade because of this program an awesome school.
- You guys are the best
- You guys are being very wonderful, and just keep doing your best.

- [NAME] was amazing! And if didn't move to [STATE] and COVID-19 didn't cause problems, I am sure we would have been able to spend more time together.

Q8J. Your child's Friend has... helped you reach goals you have for yourself. Please describe:

- Has helped my son improve his ability
- To learn to listen.
- Be more patient!
- Be there more for them
- Being a better communicator using my words. Clearly showing more love emotions by hugging. Being more understanding. Letting the kids know that I'm there for them for life no matter what we do it's better together.
- Being able to get a job and better myself not just for me, but my children too
- Being able to help my son when he is having a bad dream or just upset regarding him missing his dad.
- Good and very helpful. It is the best that I could have done
- Building stronger bonds with my children
- By be able to spend more quality time with my son
- Cool
- Eating and crying outbursts gotten better
- Finding me a daycare when I came back to work. I was so stressed and worried because I didn't have anybody to watch them while I was at work. They also find me funds when I'm running low on money and only have a little bit of food at home to feed my kids. They always bring some groceries. That helps me a lot, thank you guys.
- Friends of the Children has helped me understand and helped me cope with my son's behavior.
- Friends of the Children has made me a better person. I think positive now. When you think your life is hard and you're all alone that's not true. Friends of the Children helped me think positive and I now push for my goals to better my life and my kid's life. Friends of the Children will guide my son to a better future.
- Gave me more motivation to move forward for a job
- Getting on track with the children and myself work like what I ask for they get back
- Getting my child to where she needs to be
- Good
- Have more patience
- He gave me advice on my major for school.
- He helped remind me that everything was going to be OK. That I am doing the right things despite the hardship we have gone through... Not necessarily a goal. I don't know.
- Help my son on any problem
- Helped with school
- I have been looking to move and I have finally become ready with the help of Friends.
- I have strived to be more present in her life
- I helped him myself – Grandma
- I love our Friend because she is amazing and truly gets involved. She is helping to make my kids stronger and more ready to face the world someday.
- I take on too much sometimes and create too much for myself. He reaches out to remind me I have help in both friends. They pull together and we pull together to develop ways to help me, decrease stress, and help my children all at the same time.
- I was looking to move. At least that's what my goal was. I ran into a lot of issues with my property manager. However, I personally feel they worked overtime and when I say that I mean not just one Friend for one child but ALL to ensure that I found a suitable place to move into. As of this date I have just received my voucher to move.

- I'm about to move. I've been trying to move for awhile and they helped me locate a place that I felt was suitable for my family.
- Just gave us ideas on how to make little sister and big sister bond better.
- Like going back to school.
- Like when I was job searching
- Get along better with my daughter
- The best in family and for all without great blessing. In being in Friends of the Children
- Looking for a new home
- It gave me information about helpful programs.
- More patient
- Moving and getting back into school had been a goal of mine for a while now.
- My children's Friend has been there for me. In times I need it they help by getting Information for resources.
- N/A
- No. Thanks. God Bless Everyone...Trust Believe Love Jesus!
- None
- Not all the way there but getting there to finish college
- Overall understanding
- Overall, whatever I'm trying to accomplish our Friend supports me and gives me great advice to succeed.
- Participated in development of homework support for my granddaughter
- [NAME] has improved in how to tell the time. Something she was having trouble reading.
- Positive support
- Positive
- Provides a strong male role model that my child so badly needs. He provides structure and compassionate guidelines. He compliments my child in his accomplishments and good behavior reinforcing such behavior.
- School and work
- See previous page
- She's made me feel that I deserve time for myself. Made me feel special. I've started thinking about things that I've wanted to do but didn't
- Yes
- Smile
- Standing up for myself and becoming a better mom
- Supporting words
- Taking a behavior class and encouraging me to get more outside help.
- Taking time for myself
- They are helping me and my child with everything. Material, financial, and counseling.
- This program has helped me better understand my child and myself as a mother
- Very good
- Very very helpful love the help and support
- When I ask for information about something, she provides it.

Q9. Which of the following services or programs has your child's Friend helped or supported you, your child, or other family members to get? Other, please specify.

- Additional support during COVID-19.
- Be a good friend to my granddaughter and she gives her the attention she doesn't get from others
- Catering, food boxes. Thank you!!
- COVID-19 help and meals

- COVID-19 assistances
- During COVID-19, food bags and Walmart GC's
- Family support when needing school pick up for my children. I could not have managed without my child's friend. I am eternally grateful.
- Finding activities for my family to do
- Food
- Food and snacks for family during COVID-19
- Food and gift cards
- Food bank locations. Providing gift cards to help shop for food
- Food card
- Food necessities!
- Food, home, art, clothing supplies
- Gift card assistance
- Gift cards
- Gift cards and food bags
- Gift cards for food
- Has delivered groceries, gift card, and has delivered school supplies during this pandemic. Has checked on our family during this pandemic asked if there any assistance that my family may need. Thank you.
- He has helped with food or found a number of places that could help me.
- He has helped with food boxes when we didn't have a car plus is very understanding and a great person.
- He has offered to help with it all. I know if I need the help, I can call our Friend.
- Have gift cards
- Help through the pandemic
- Helped me by picking up my youngest from daycare so I didn't have extra fees to pay. I am extremely thankful!
- I need assistance like WIC and food stamps
- Provide food every week, funding for me and my kids gift cards to buy food
- She has helped a lot
- Some meals were delivered, COVID-19 relief
- Time assistance of \$500

Q10. If you ran into someone you hadn't seen for a while, what would you tell them about your experience with Friends of the Children so far?

- Absolutely
- All good things so far
- Amazing
- Amazing!
- Awesome experience
- Awesome impact
- Be happy
- Benefits for a child
- Good
- By far the best
- It is a program that helps my daughter because she sees her as a friend and she has confidence in speaking to her for help
- Due to COVID-19 I haven't seen the program at its full potential.
- It is the best program
- It is one of the best. And it has some of the best working staff. And it is a blessing, working with you all.
- Excellent

- Excellent
- FOTC has given my kid a consistent adult that interacts positively, and it has been especially critical during the pandemic.
- FOTC is an amazing program and if I could recommend them to everyone, I would.
- Friends of the Children are our family friends. It is a community that rallies up around my whole family and are there in times of joy, needs, and all that is in between. My child and our family are much better because we have them in our life. What I love the most is that although only one person is assigned to my child, we have a team, and extension to our family. Is nice to walk into a room where people not only know my child but also know our names.
- Friends of the Children has been a saving grace for my family.
- Friends of the Children is the organization that will help you reach your goals and potential. Also how to seek for yourself and your children resources for benefits and they are a great organization.
- Friends of the Children mentors are great. The program is really helpful in a lot of different ways, even if you just needed simple information. My child loves her mentor I do as well and I am happy to have her by our side. Friends of Children has helped my family in so many ways especially during this pandemic.
- Friends of the Children are truly friends of the children. They have invested time and energy in promoting good health, communication and growth with my youth.
- Glad to see you
- Good
- Good experience to help assist with your child
- Good experience. Great with my child
- Good program
- Great
- Great program
- Great program
- Great program
- Great Program
- Great program for families and children they have helped my family a lot
- Great program offers a lot of support.
- He misses [NAME] and he went to [ACTIVITY LOCATION].
- He was great. I appreciated that he really cares for a foster child.
- Hey, they would love for your child to succeed, they see what we miss, they back me up, they support our family, goals, and our growth!
- Hopefully my previous submission on this page went through. I wrote a lot, spent around an hour on it, but when I hit the NEXT button it asked for my survey code. After I entered it, I was brought back to this page...but it was blank again. Just in case it never went through, I'll summarize. I have been pleasantly surprised by this program. It has been nothing but positive in every way, most importantly my son's behavior and attitude is always improving (less so during the shutdown, but that's understandable.) The program itself is great, but I feel like we got lucky having [NAME] as our Friend. His level of caring and dedication to my son needs to be noted. I believe he goes above and beyond because he truly believes in the work he's doing. My son and I are much better off thanks to [NAME] and FOTC.
- How amazing the program has been and the amount of support we have received
- How the program supports my family in so many ways. I have only had super experience and do know what I do without them.
- I absolutely love them.
- I already recommend Friend of the Children to other parents I know that were former foster youth! It is a great opportunity for us as parents, as well as our children because they gain a friend, and a support team in addition for what may feel like a lifetime.

- I always recommend FOTC.
- I am impressed in how much attention these friends put in our children. How much it really shows that they care and love their job. I completely respect and admire the work they do. I'm happy my child has the opportunity to be a part of this program.
- I am not sure that I've had enough time to give an accurate account of the program especially because of the pandemic.
- I am quick to praise this wonderful organization for all the support and help they provide not only for my child but the support offered me as well.
- I believe every child should have a Friend from Friends of Children.
- I feel program is a good one especially before COVID-19.
- I had a good experience with my daughter's friend.
- I have had a great experience this far and if they truly need support for their family to apply.
- I highly recommend, Friends of the Children has really helped my child and my family as a whole. Even though its waitlist may be a bit challenging, I say look them up!!
- I love it so far and my son really enjoys the program.
- I love it. My daughter's mentor is perfect for her.
- I love it. The program works!! I would share my child's story of where she started from and where she is now...AMAZING transformation.
- I love it... His mentor has been a great role model! Since his father isn't involved in his life. He has helped my son grow mentally and emotionally. He has fun going on outings with him and other mentees.
- I love the mentor my child has. He goes above and beyond to make sure my child is comfortable and advocates for him.
- I love the program and because they really care about the children and they are there for you during the times when your family is in need of help.
- I love this program and how there is support for the whole family not just the child. Our family has been through some extremely difficult times in the last year, not including COVID-19 and [NAME] and [NAME] were amazingly supporting for our whole family.
- I love this program! We are so thankful for everything you guys have done for us.
- I probably would not bring it up at random to be honest.
- I said they doing good following.
- I strongly recommend it. I think it's important to know there are good role models outside of family.
- I tell people all the time if you can sign your kid up it is so great for them.
- I think its a great program. We just haven't really developed a strong relationship with our child's mentor yet. No fault on the side of the mentor whatsoever, our child just hasn't bonded that strongly with him and then we haven't seen him in six months due to COVID-19.
- I will tell them that they are amazing with my children and my children to love going on outings with them before the COVID-19 it but since the COVID-19 it's very hard for my children to interact with them and do stuff with them. There's very little communication on both parties.
- I will tell them to definitely get in the program because it's an amazing opportunity for the children.
- I would highly recommend the program.
- I would recommend that they sign their child up, because it could really help them a lot.
- I would recommend the program tell them how great you all are.
- I would recommend Friends of the Children to anyone I feel any is in need of support (mentally, physically or spiritually) for their child or family.
- I would say how Friends of the Children has been and are a big help in my family's lives. How grateful I am to have them be a part of our lives. And what they have helped us with and done for us too.
- I would say they are a very well put together involved program that matches your child with a mentor up until grade 12. They are very hands on and are there for you regardless of the situation.

- I would tell that it is a great program for young students to be a part of, having someone else to be a positive role model in their life is a bonus!
- I would tell them Friends of the Children has made a great impact in my life with my son. I would let them know how much they care about the children and family they work with. How they make a great impact on children that need guidance in life...
- I would tell them Friends of the Children is great and that I don't know what I would do without this program. You guys are excellent, and I thank God for this program.
- I would tell them how good you all are with people and kids.
- I would tell them how great the program is for the child and family. How they can help with assisting the different needs. They are here to help and address any concerns we have about our child or personal situations.
- I would tell them how much our Friend feels like a part of the family. How she helps with reading, social emotional help and how she helps with tough stuff. I do wish they didn't have as many kids. I miss when it was one on one, but with school hours that is tough to do.
- I would tell them it has had a huge impact on both my children, allows them to have a third party adult that wants what's best for my children, building strong trusting relationship with them and showing them how to build strong relationship with themselves. I love this program. Both my kid's behaviors have improved significantly since they became involved with Friends of the Children.
- I would tell them that I'm really glad my child has a mentor in this program, but I would tell them that it's been hard to stay connected with the Friend and with the program during the lockdown and pandemic conditions.
- I would tell them this is an awesome programming I really love it and I would recommend for the people I know.
- I would tell them what I tell everyone to try to see if your child meets the criteria for this program. They have changed our lives.
- I'd highly recommend them. The experience Friends has given us has been life changing.
- If they see or know a family having problems with their kid suggest it to someone that can get them support.
- Incredibly supportive and absolutely positive
- It is a good program to put y our kids in.
- It is a consistent program that works on building a strong relationship with your child. The Friends are positive, encouraging, fun and ready to help in any areas you express concern in. My child has been really happy and his Friend and looks forward to meeting with him every week.
- It is a good program.
- It is a good program.
- It is a great program for children. COVID-19 has put everything in a mess, but we'll be happy when can go back.
- It is a great program!
- It is a very great program.
- It is a wonderful program!
- It was a great and memorable experience.
- It was amazing for my daughter's growth! As a foster child that has been in multiple homes, [NAME] helps her understand it wasn't her fault and her new foster family, us, loves you and won't let you go... Adoption is finalized at the end of the month.
- It's a good program.
- It's a great program and an amazing support system for you and your children.
- It's a great program and to give it a chance.

- It's a great program for the kids and supports them until adulthood which makes for a great role model. My kids love being a part of the program.
- It's a great program! They care about all the children.
- It's a very good program and I will recommend it to anyone having trouble with their child
- It's a very helpful tool in the advancement of a child's future
- It's amazing!
- It's an amazing organization and you get what you put into it and the mentors are educated and work well with the children.
- It's awesome and they'll be a fool not to join.
- It's been great. He loves the program and looks forward to the weekly time together.
- It's awesome!
- It's ok.
- It's such a great program for my boys. They absolutely love spending time with their Friends and being adventurous together. Great peopling skills and learning how to try out new things.
- It's the best program I could have been offered for my children. I would say how much it has impacted our lives and how grateful I am for Friends of Children.
- It's the best program I have ever signed my child up for. I'm glad my daughter has another black adult woman in her life to help guide her down the right path in life.
- It's a beautiful program for our kids. It really helps them with every stress and trouble of the world.
- It's a good program. It's not like the rest because it will follow him through the 12th grade.
- It's a great concept and my kid likes his mentor.
- It's a great place for your child to build learning and strength in skills. They are there to help you and your family as a whole and to help follow your goals.
- It's a great program for my kid. It helps him get out of the house more and learn how to interact with others better.
- It's a wonderful program for any child or teenager.
- It's amazing.
- It's been great! I love when she comes to my daughter's class and spends time with her there. The go on weekly outings, she advocates for my child, helps with holidays. She's like a great big sister to my daughter that I can talk to and KNOW that she has my daughter's best interests at heart and really cares about her.
- It's nice to have for children that needs that extra support.
- It's the best for a child to have a positive role model that early in life other than their parents is very important.
- It's very exciting to have a great role model for our daughter - someone stressing the importance of setting/accomplishing goals, doing well in school, getting along with peers, and praising healthy choices.
- It's a good group.
- It's a very good program for your child. It also helps the family with a plan for children education as well It's just a very good program.
- It's very useful and very good.
- It's been a big help.
- It's been incredible to have the support and know if I have questions or need resources, she will help us find it.
- It's the best.
- It's the best thing that happened to my child, and she loves her Friends.
- That it is excellent and a great opportunity for my child who learns better.
- A great experience I have with the program

- I would tell this person that I am very satisfied with the program
- I would say that I recommend it because it helps my children achieve their goals.
- Love it
- Love it so far! We love how my son and his mentor bond so well.
- Love!
- Lovely program, highly recommended
- My experience has been very supportive in uniting us as a family because there is a common theme
- Very good experience
- My child got a lot of experience from Friends of the Children.
- My child's Friend developed her socialization skills and talents.
- My Kid is happier with this amazing program and everyone is fantastic. If anyone that is going through a rough time and has kids that need support -- if they don't have someone to help they should have a Friend of the Children in their life.
- N/A
- No
- No
- Not sure my child is shy
- Oh my gosh, have you heard of FOTC? We are in an incredible mentorship program for youth. I know you may love it if you don't love it, I know someone else around you will pass on the resource.
- Our child has had two Friends, and both have been available for us and for our child for anything. They have maintained great contact and have made great connections with him (our child). They are good on checking on us and any needs or chances to help us.
- Pretty good program
- Well, that they choose this program. It helps a lot our children and our family
- That Friends of the Children mentors the children
- That they are very supportive of my daughter and do a great job assisting and helping her to improve.
- That it is a good and helpful program for children that helps with food and provides support in school
- That it is a good and helpful program for children with regards to their development and growth in their learning.
- That it is a very good program.
- That it is a very good program for families, especially for my daughter.
- That it is a very good program and I recommend it.
- That it has helped me a lot and I am happy for their help.
- That I recommend it.
- That I will always be very thankful for them.
- I would recommend them. Very good program.
- She's amazing, great, nice, and helpful
- I always say that this is an excellent program, and it gives a lot of help and that it has a lot of interest in helping children.
- Sign your child up my kid loved it. They communicate well and the Friend they send for your child is truly something special.
- Suggest that they enrolled in the program
- Surprised
- Takes her and they do fun things.
- That FOTC has filled a gap for my kid - in providing a role model who looks like them, in providing tutoring support, and in providing consistency during the pandemic.
- That Friends of the Children are great mentors and supporters.

- That he has supported my child a lot in school and after.
- That he is a good person
- That if your child could be a part of the program that your child needs it. It's so important to have a great role model.
- That it is a great program who really cares about the children and has awesome mentors that really help especially in single parent homes, just having another adult on the same page and supporting the family makes a really big difference.
- That it is a program that provides your child with another support person it's a very good program
- That it is a good program
- That it is amazing support for kids
- That it is an amazing program and that I highly recommend involving their kids into this program.
- That it is awesome
- That it was the best decision for my child and I'm glad I made it
- That it's a great program and they should sign their child up
- That it's a great program with amazing resources, activities, and Friends that have helped with being a positive role model and a voice for him in his life
- That it's a great program with helpful and friendly Friends who really have a positive impact in our child's life.
- That it's an awesome program. That I would strongly recommend Friends of the Children to them and anyone. The people are great. Very understanding. Easy to talk to and or open up to about private family matters that occur.
- That it's been an awesome experience, and they should have a Friend like that for their kids
- That it's an amazing program and opportunity for children
- That signing my son up in this program have been one of the best decisions I have made for him. He was paired with the right mentor and he loves it.
- That the program really has positive results
- That they are a good resource to take to when they need help with their children
- That they are a great organization for children that need mentors.
- That they are awesome service that really helps the kids succeed in life.
- That they are helpful and an amazing big brother and sister program for kids who have been through trauma.
- That they are really helpful with a lot of things but just keep on them about getting in the program, but once you're in you're in and they have a lot of resources to assist your family and children.
- That they are very helpful in some areas for my children and they help when I'm in need I need reach ask for help they have the resources to help me I just have to ask
- That they truly are helpful, and I am grateful for them being a part of me and my family's life.
- That they would need to sign they child up for it
- That this group had changed me and my family
- That this program is good for kids and family
- That you all are really good. I do tell my other friends about you all and the program. They wish they could have put their kids in there.
- That it has been a blessing to have them in my family life.
- That this is a great program
- That this program is very helpful for me and my child in many ways.
- The best
- The best program you could put your children in if they need extra support

- The people there are sooo respectful! And they are very helpful to the needs as well as just having conversations
- They're great
- They are the best
- They are a good mentor program
- They are a great mentor/friend for my child and I highly recommended their services
- They are a lifetime mentor and they're always there to help you out. With COVID-19 happening Friends of the Children was a blessing to all the families and children.
- They are a very good program and should try putting their children in it
- They are awesome
- They are family, we are a team.
- They are great and I would definitely recommend them.
- They are the best.
- They are the best and treat our children awesome.
- They have been a big help and a big impact on me and my kids life. They have been a big help to me and my kids.
- They should try it, it's wonderful.
- They should try to sign their child up.
- They will give your child a strong mentor that will consistently spend quality time with your child and develop a real relationship with. They do a phenomenal job helping them develop life skills and extremely helpful with schoolwork.
- They're a good program.
- This is a great program I think kids benefit from
- This program is awesome...
- To definitely try to join! If possible.
- To find the way to join they will help in all you need
- Try it out it help them it like a big sister or brother
- Very excellent program
- Very good program
- With the whole pandemic that's going on, Friends of the Children has always made sure that our family was taken care of and made sure we always had what we needed!
- Wonderful
- Wonderful program, very helpful knowledgeable and supportive to the whole family,
- Wonderful program! Extremely helpful and supportive.
- yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes definitely will
- Yes I would
- Yes, I would recommend the program to any person that is going through the same problem.

Q11. What is your relationship to the child who has a Friend with Friends of the Children? Other, please specify.

- Adoptive parents of our foster child

- Aunt
- Aunt
- Aunt
- Cousin/foster parent
- Foster care. Grandmother
- Grandparent and legal guardian
- Legal Guardian of my Great Niece
- Maternal aunt but also current foster caregiver
- My granddaughter's half sister
- P GUARDSHIP
- P GUARDSHIP
- P GUARDSHIP
- Suitable other

Q28A. In the last 12 months, which classes or training have you participated in? Other, please specify.

- Acting class and Standup comedy class
- Business plans, building a website, pitching your brand 101
- Business webinars
- CE for Pharmacy Tech
- College classes
- College classes
- College classes
- Foster care classes, trauma classes
- Fostering continuing education
- Going for medical assistant
- He's training
- I finished English 6. I'm in 7 level electricity construction. I started again September 14, but I want GED
- My own family day care
- None
- None
- Real estate salesperson classes

Appendix D – Scale Items and Alphas

Scale Items	Scale Alpha	Response Options
Self-Awareness before meeting with Friend <ul style="list-style-type: none"> • Was comfortable sharing feelings • Understood his or her own strengths and weaknesses • Was able to explain why he or she said or did something. • Showed feelings that were appropriate to the situation. 	0.82	1=Not at all true 2=A little true 3=Fairly true 4=Mostly true 5=Very true
Self-Management before meeting with Friend <ul style="list-style-type: none"> • Could control his or her behavior when angry, frustrated, disappointed, or excited. • Accepted when things didn't go his or her way. • Responded well to being corrected. • Stayed on task even with distractions 	0.88	1=Not at all true 2=A little true 3=Fairly true 4=Mostly true 5=Very true
Social Awareness before meeting with Friend <ul style="list-style-type: none"> • Responded with empathy to others who were upset. • Respected other people's views. • Respected the property of others. • Complimented others when they did well. 	0.88	1=Not at all true 2=A little true 3=Fairly true 4=Mostly true 5=Very true
Relationship Skills before meeting with Friend <ul style="list-style-type: none"> • Worked well with others • Joined peer group activities smoothly • Worked through conflicts in a positive way. • Got along well with adults. 	0.86	1=Not at all true 2=A little true 3=Fairly true 4=Mostly true 5=Very true
Responsible Decision-Making before meeting with Friend <ul style="list-style-type: none"> • Could decide between right and wrong. • Took responsibility for his/her own actions. • Could ignore peer pressure to do bad things. • Followed the rules at home. 	0.84	1=Not at all true 2=A little true 3=Fairly true 4=Mostly true 5=Very true